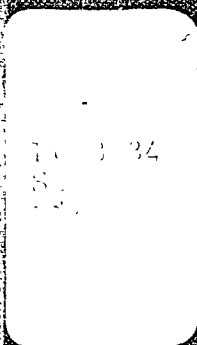


# *Peaceful Invasion*

by

*W. J. Sider, S.S.E.*





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# *Peaceful Invasion*

*by*

*W. J. Sisler, B.Sc.E.*

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WINNIPEG



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1944



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## *Foreword*

Thirty-five years' service as teacher and supervising principal gave me many opportunities to observe changes in school and community life in a large section of a rapidly growing city.

The period of greatest immigration that Canada has ever known, occurred between 1900 and 1920. Many of the immigrants brought their families with them. Others who had come alone, worked here for a few years until they had saved enough money to bring their families and establish homes.

The children had a new experience and the schools had new problems. In the following pages an attempt has been made to record some of these experiences, to show how the problems were met, and how the schools helped the children adjust themselves to new conditions.

It is hoped that the record will interest former pupils, middle-aged men and women, whose children are now in our schools. It may also be of interest to teachers, social workers, and others engaged in work similar to that recounted in the following pages.

It is written at a time when the self-governing peoples of the world are engaged in a titanic struggle, the result of

which will determine whether or not they are to govern themselves.

Are our new citizens measuring up to the duties and responsibilities demanded of a free people? Facts gleaned from personal observation and recorded here may help to furnish the answer.

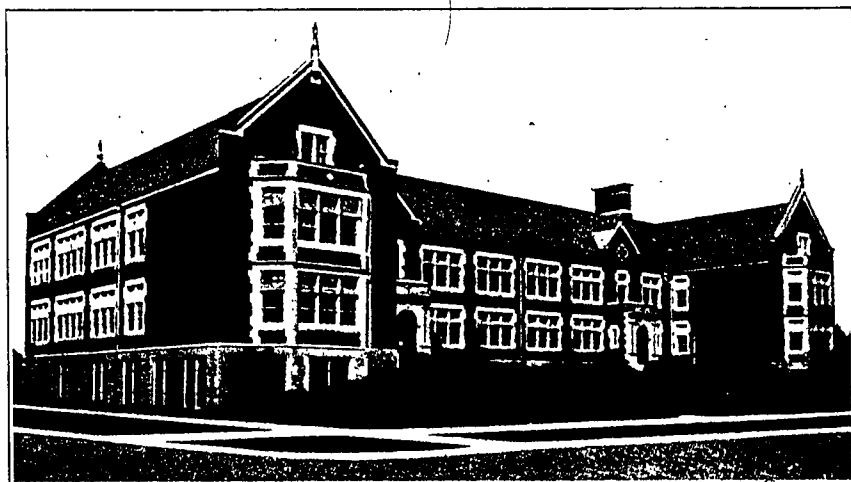
Grateful acknowledgment is given to teachers, pupils, parents and officials of the school board for help cheerfully given particularly in compiling the Honour Roll and for the use of valuable cuts. I should like to name all who have been so helpful as neither the honour roll nor the flags of the Commonwealth could have been included without their co-operation. To all who have so willingly helped I offer my sincerest thanks.

—W. J. SISLER.

Winnipeg, Aug. 1, 1944.



STRATHCONA SCHOOL, 1905



ISAAC NEWTON HIGH SCHOOL, 1921

*Live for something. Do good and leave behind you a monument of virtue that the storms of time can never destroy. Write your name in kindness and mercy on the hearts of those with whom you come in contact. Your name, your deeds, will be as legible on the hearts you leave behind as the stars on the brow of evening.*

—Chalmers.

## CHAPTER I.

### General Survey

**P**REVIOUS to the year 1900 most of our Canadian population consisted of French and Anglo-Saxon stock. The former were descendants of the original French settlers who made their homes on the banks of the St. Lawrence three hundred years ago; the forebears of the latter had come directly from the British Isles or from the New England Colonies following the American Revolution. They were accompanied in considerable numbers by the descendants of the original Dutch settlers of New York and Pennsylvania, who preferred living under British rule.

Toward the end of the last century the government of the day began a campaign to attract immigrants. They were needed to supply the demand for manual labor and to settle the wide open spaces of the last great west. Agents were sent not only to the British Isles and Scandinavian countries but also to Central Europe. These agents were paid according to the number of immigrants secured and the most successful were those working in Russia and Austria.

In the ten years between 1898 and 1908 Canada spent more than six million dollars in promoting immigration. From 1901 to 1908 one and a quarter million immigrants

## *Peaceful Invasion*

entered this country. Between 1910 and 1920 the number was more than two millions.

A large percentage of them were from Central Europe; the Ukrainians, Poles, Jews and Germans constituted the majority. Most of them came from Austro-Hungary and Russia.

It must be remembered that while nationality is determined by the country of origin, race may be entirely different. For example, we had many immigrants of German race. Few of them came from Germany. They came from Austria, Hungary and Russia. Jews came from Austria, Russia, Poland and Roumania. The Ukrainian home-lands were Russia, Bukowina and Galicia, a crown land of Austria.

Winnipeg has been called the most cosmopolitan city of Canada and it was the north-western section of this city which received the first impact of the invasion.

The Strathcona School was built to accommodate 500 to 600 children of elementary grades. It was located in an area which, though well within the city limits, was sparsely settled. There was a narrow fringe of occupied territory along the railway yards. Beyond this were only market gardens and dairy farms.

The majority of the original residents were railway

## *General Survey*

men who had come from Eastern Canada or the British Isles.

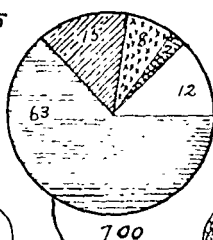
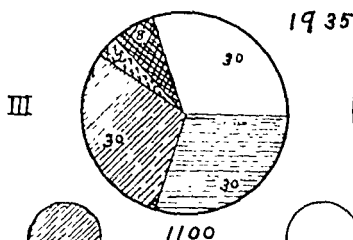
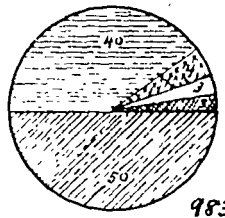
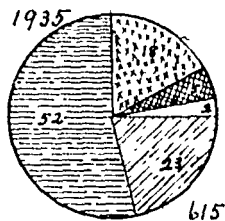
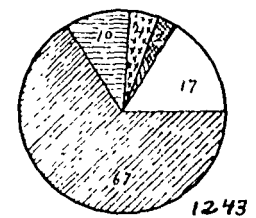
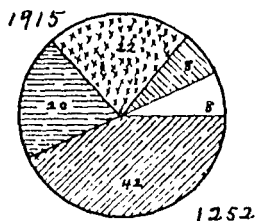
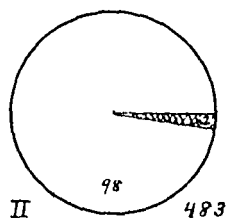
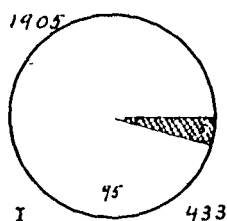
The school built near the centre of this sparsely settled area was opened in March, 1905, with an enrollment of less than three hundred pupils. All but a very few spoke English as their mother tongue. By the end of the first year we had more than four hundred and at the end of the third year nearly nine hundred were crowded into a building meant to house not more than two-thirds of that number.

The invasion had not only begun; it was gaining in volume every day and continued to do so for twenty years. Nearly all the newcomers were from Central Europe and they had no knowledge of English when they entered school.

Twenty years after the opening of the old Strathcona, there were ten large schools in its vicinity, one being a high school where children of the original immigrants were receiving preparation for higher education in university or for a business career.

Though we were the first to receive the impact of the immigrant tide, four of the older schools of North Winnipeg felt it soon afterward.

Children coming from Russia spoke Jewish, German or Ukrainian as well as Russian. Those from Austria spoke German, Jewish, Hungarian, Serbian, Bohemian, Ukrainian or Polish. When new pupils entered we did not attempt



SLAVIC -- JEWISH

ENGLISH SPEAKING

GERMAN -- OTHERS

### EACH GROUP OF CIRCLES REPRESENTS ENROLMENT IN A WINNIPEG SCHOOL

GROUP I represents the Strathcona School, Grades I to VIII, 1905-1915 and 1935.

GROUP II represents the Aberdeen School, Grades I to VIII, 1905 and 1915, and Grades I to IX, 1935.

GROUP III represents the St. John's Technical High School and the Isaac Newton High School, as of 1935.

Sectors show racial origin of pupils as indicated by languages spoken in their homes.

Figures within the circles represent percentages, and those near the lower part of the circle represent total enrolment.

In 1905 and 1915 the great majority of pupils indicated by the shaded sectors were born in a foreign country.

In 1935 nearly all were Canadian of the first or second generation.

The diagram No. III shows that a very high percentage of them have taken advantage of our educational facilities for higher education.



### *General Survey*

to trace racial origin. Our information regarding personal history was obtained from answers to three questions:

1. Where and when were you born? 2. Where were your parents born? 3. What language do you speak? For a time we were satisfied if we knew only the child's name and where he lived.

The new-comers not only filled the empty spaces but in time displaced the original inhabitants of the district, most of whom moved to other parts of the city or left to pioneer in some part of the last great west.

### MY COUNTRY

*From sea to sea my country lies,  
Beneath the splendor of the skies;  
Far reach its plains, the hills are high,  
Its mountains reach up to the sky,  
Its lakes are clear as crystal bright,  
Its rivers sweep thru vale and height;  
God in his might chose it to be  
The country of the pure and free.*

Manitoba Reader—III.

## CHAPTER II.

### Elements of the Rising Tide



F the four hundred pupils enrolled during our first year, all excepting about twenty belonged to English-speaking families.

The first of the immigrants to take advantage of our schools were the Jewish children ranging in age from six to twenty years. In Austria and Russia they had been denied access to the schools or had been admitted only in limited numbers.

An early writer on immigration to America described them as "Naturally home-loving, intelligent, industrious and ambitious, the Hebrew is bound to succeed." This proved to be generally true of those who entered our schools at this time. They not only took advantage of instruction we offered but many of them studied Yiddish or Hebrew after school hours. One might think that such long hours of study would be injurious to the health of children. I have never observed any detrimental effects that could be attributed to this cause.

In point of time the German-speaking children were next to become acquainted with our schools. In Russia from which country most of them came, they had been accustomed to attend their church schools until about the age of fourteen, when they were prepared for confirmation.

## *Peaceful Invasion*

After this they were ready to go to work. Their school days were ended. The minister not only performed his duties connected with the church but also supervised and in some cases taught a class in the day school.

Most of the German-speaking parents coming from Austria had attended the state schools there and had a very fair general education. Their children were first of their group to enter our schools but the tendency was to follow old customs and take both boys and girls out to work at the age of fourteen. Those from Russia clung to the church schools for a long time. It was explained to the ministers that in our schools we had reading of the Bible and the Lord's Prayer but that there was no teaching of, nor comment upon any particular religious belief.

The number of pupils from German homes gradually increased. Finally the largest of the church schools came over to the public school in a body—almost two hundred of them. This presented a problem as all our rooms were already overcrowded. The difficulty was solved by our taking charge of the classes and putting in our own teachers but leaving the children in the church classrooms, where they remained for some months until we had added to our own accommodation. Gradually they learned the advantages of higher education. Some proved to be excellent students and a fair proportion passed through the High School and the University.

## *Elements of the Rising Tide*

The children of Slavic origin were the last to enter our schools in any considerable numbers. Most of them had come from the crown-land of Austria known as Galicia. Racially they were Polish or Ukrainian, but were called Galician because of the name of that part of Austria from which they came. The misuse of this term must be attributed to the immigration and the census authorities and to the newspapers.

Nearly all the Slavic people of our district were Ukrainian, Polish or Russian numbers being in the order named. It was not until about 1914 that they began to enter our school in any great numbers. Once they understood the value of education that was freely offered to them they took full advantage of all that we could give them. In recent years their record in business and the professions has not been surpassed by that of any other racial group.

As will be seen by the diagram the proportion of Slavic students though small at first increased most rapidly. In at least nine of the North Winnipeg schools they constitute more than fifty percent of the total enrolment. Though late in entering they have already made notable contributions to music, art and the drama as well as to the professions of law, medicine and teaching.

The first decade of this century was a period of building and expansion. Four years after our opening day a second building was erected only a few blocks distant.

## *Peaceful Invasion*

Three hundred of our pupils with their teachers marched over to the new school.

Here the same problems were presented with the exception that a large proportion of the older children had already acquired a fair working knowledge of the English language and had imparted some of this knowledge to their younger brothers and sisters. More important still was the fact that some of the teachers had already learned from four years' experience how to deal with the problem of teaching a new language to children with little or no knowledge of English and speaking diverse tongues learned in their homes.



**BOYS' CONCERT GROUP, STRATHCONA SCHOOL, 1906**

**BACK ROW**—Jas. Orr, Fred Schneider, D. Calof, L. Dryden, R. Calof, H. Miller, L. Axelrode, J. Wonfull, M. Roden, S. Gillespie.

**SECOND ROW**—G. Donaghue, M. Kremen, B. Dixon, J. Slobodian, B. Rosenblatt, P. Bieber, H. Steindel, Alex McKenzie.

**FRONT ROW**—H. Jackson, W. Walker, B. Schick, T. McCafferty, A. Paschal, E. Schick.

## CHAPTER III.

### New Problems



**I**MAGINE if you can a young girl, herself only a few years out of school, facing a class of fifty children, none of whom could understand a word that she said; nor could the teacher understand a word spoken by her pupils. The children could not converse with each other, excepting in small groups of those who had learned the same language in their homes.

Obviously the first task was to get teacher and pupils to speak with and understand each other. None of our teachers could read, write or speak the home language of their pupils. They had of necessity to teach the children to speak as well as to read and write the English language.

Many reputedly wise educators and politicians said it could be done only by teachers who knew the language already learned by the children in their own homes. However we soon proved that it could be done and well done by young teachers who had no special preparation nor experience in this kind of work.

Then there was the problem of discipline. Few of the pupils (aged from six to twenty years) knew much about the order necessary in a big school with crowded classrooms. The best order in any school is secured by keeping

## *Peaceful Invasion*

pupils profitably busy. Our boys and girls were working not alone on the subjects of the regular school program. Games, music, dramatics, gardening and handwork such as knitting, sewing, clay modeling formed part of our program. All of these activities could be related to language teaching. It gave them something to relieve the long periods in the classroom and they always had topics of common interest to discuss. It is a crime to keep small children sitting at their desks for long periods. Our teachers always found something of interest for pupils to do. As one little fellow said: "No matter how fast you work or how good your work is, there is always more work to do. You haven't time to be bad." For many of the children school was the bright spot in their lives.

Discipline on the playground was another matter. Games were organized and supervised at recess periods and at noon hour but some children came at eight o'clock and did not go home until after five. We encouraged games and furnished equipment but it was not always possible to supervise them before and after school hours. There were occasional disputes but seldom a serious quarrel leading to a hand to hand encounter. It was not always possible to find the aggressor. In one case two boys began a quarrel that lasted several days. Warning did not end the trouble and punishment of either one or both boys would not have settled their differences. Finally after everyone else had



## *New Problems*

left for the day I took them to a basement room and allowed them to settle the question at issue in their own way. I was the only spectator as well as referee. After the boys had washed and tidied themselves they shook hands. We all agreed not to speak of the affair to anyone. The quarrel ended and the boys played together without further trouble. I do not recommend this course as general procedure in such cases.

Cleanliness and the care of children's health was another serious problem. In many cases both parents were out working during the day and many children did not get the care needed at home.

In those days we had neither attendance officer nor a school nurse. Looking up absentees and watching for symptoms of contagious disease required constant vigilance on the part of principal and teachers.

A daily check was kept on absence and illness in the homes. Then there were frequent cases of acute illness or injury during school hours. Teachers had to assume responsibility for attending to minor injuries. We never allowed a child to go home alone even in cases of slight illness. When safely at home further responsibility was the duty of the parents.

In cases where the parents were both absent from the home we often had difficult problems to deal with. For

## *Peaceful Invasion*

example, a girl fainted but could not be revived by the usual methods. A doctor was called but still she remained unconscious. Parents had been sent for but the mother was ill, while the father was at work and could not be reached until evening. We had to assume responsibility for taking the girl to the hospital where she was revived after several hours.

In another case a boy, believed to have a contagious skin disease was sent home. The teacher called to see the mother who was told that she should call a doctor. The mother could not speak English but her answer given in her own language was, "We need no doctor. We never call one. God is our doctor."

We called the city health officer who saw to it that the child had proper treatment.

While our teachers often visited the homes to discover reasons for absence very few parents ever came to the school excepting on special occasions such as a school concert or an exhibition of work. New pupils were brought in by older brothers or sisters, or by neighboring children who acted as interpreters. Those who could speak English well often accompanied teachers on visits to the homes in order to make possible, communication with parents.

With all their responsibilities it is a wonder that teachers ever found time to give instruction even in the three R's.

## *New Problems*

The appointment of an attendance officer and of a school nurse gave much needed relief to teachers who, in addition to handling classes of over fifty pupils, had been obliged to assume too many other duties.

Truancy is one of the first steps toward juvenile crime. The attendance officer took over the responsibilities of visiting the homes of absentees suspected of truancy. It was often found that parents themselves did not know about the child's absence until the officer called. He in many cases got to know a good deal more about a child's extra-school activities, than either teachers or parents knew.

The school nurse began her work by holding classes in child care for older girls. This was followed by giving all children a physical examination on entering school. It was extended to include re-examination at yearly intervals. When medical attention was required parents were advised and the nurse saw to it that such was provided either by the family doctor or in hospital clinics if necessary. Sometimes it was simply a matter of cleanliness or proper health habits in which case the nurse notified the parents and instructed the children at school and in some cases the mothers at their homes.

For some years the instructions to parents were printed in four languages. Later this was not necessary when in nearly every home there were children who could read and understand English and interpret for the parents.

## *Peaceful Invasion*

Nothing that was done by the School Board helped our overworked teachers so much as did the the organization of the medical inspection, dental and nursing services.




**GROUP OF STRATHCONA SCHOOL PUPILS**

From a photo taken in 1905—the year in which the school was opened. Five only, spoke English as their mother tongue. The remaining seventeen entered school a few months before the picture was taken, not knowing a word of English. Twenty-two countries of origin and eighteen language groups are represented

## CHAPTER IV.

### Methods of Language Teaching

FO or three years previously to my appointment to the Winnipeg School Staff in 1903 I had taught in a country school located at New Stockholm, Sask., about twenty-five miles north of the town of Whitewood. The settlers here were nearly all Swedish, Norwegian or Danish. Nowhere in the settlement was English spoken excepting in the school. Adjoining this district were others in which Finnish, Norwegian and Hungarian were the only languages spoken in the homes. My own personal experience and observation in the schools of these settlements had convinced me beyond a doubt that excellent results could be attained by the direct method of teaching a new language and that it could be done by teachers who had no knowledge of the home language of the pupils.

In a large school such as the Strathcona of which I took charge in 1905, we could not have succeeded by any other method. First because teachers knowing any one of the home languages of the pupils and also having a thorough knowledge of English were not obtainable. Even if such teachers could have been had, it would have involved the segregation of pupils into a dozen different language groups. This would have created an impossible situation.

## *Peaceful Invasion*

In our classification we did take account of age and previous schooling in their native country. Outside of this the sole basis of classification was the progress of pupils in the subjects of study regularly taken in all Manitoba schools by English-speaking children.

The government of the day had established bi-lingual schools. Bi-lingual text books in at least four different languages were being used in scores of Manitoba country schools. With this lead some attempts were made to have the same or rather a multilingual plan adopted in Winnipeg schools. Fortunately we had demonstrated the success of our direct method of language teaching before any action was urged upon the board.

At this time the phonic method of teaching reading was being stressed in all city schools. Every possible sound was taught and applied to a list of some hundreds of words.

Supervisors insisted that the same word list and the same method be used in all schools. The plan was intended for English-speaking children but even for them the word list showed that sense had been subordinated to sound. The phonic plan was being greatly overworked. While we could have had our children memorize the sounds, the words to which the sounds were applied were not those needed by beginners just learning English. Many of the words were

## *Methods of Language Teaching*

such as could not be explained and certainly would never be used in ordinary conversation.

When sure of my ground and with the backing of my teachers, I explained the situation to the Superintendent of Schools. After some hesitation on his part we were given permission to put into practice our own method so far as the teaching of English was concerned.

I shall never forget his rather stern admonition, "I shall hold you responsible for results." I replied, "I am satisfied on one condition. Give me young teachers who like children, are good natured and who are willing to try my plan." He sent me the type of teacher I had asked for. Often they were sent up to the school before being appointed so that they could size up the situation. This also gave me an opportunity to judge as to their fitness for the task ahead of them which was no easy one. Some were very young and with little teaching experience, but enthusiasm and good nature counted much more in our classrooms than did long experience.

I wish here to pay a long delayed but well deserved tribute to the teachers who worked with me and helped to develop and put into practice a common sense plan of language teaching. Without their enthusiastic co-operation, success would not have been possible. The community and the country owe much to the work of those whose

## *Peaceful Invasion*

names are little known beyond the school, which has been the centre of their life work.

We soon demonstrated the success of our plan and were given everything within reason to facilitate our work. There was one exception; class-rooms were seated for fifty-six pupils and the seats were often more than filled. No appreciable reduction was made for ten years after the beginning of our story.

We had to devise our own program. We taught speaking, reading, writing and spelling through the medium of objects seen and actions done in the school-room, on the playground on the street and in the home. This was done directly if possible but in case of objects and actions outside the environment, pictures were employed.

We used phonics only to a very limited extent and had quite a long list of words to be learned at sight, making sure that all were related to what pupils could actually see and do in the school or to what could be easily illustrated by pictures.

Most of our reading lessons were composed as pupils learned to speak. They were written at first on the black-board and were later assembled graded and multigraphed for the use of succeeding classes. The first reading books we used were of the simplest kind and well illustrated, in color whenever possible.



## *Methods of Language Teaching*

Something more definite about our plan may be of interest to teachers who have been or are now faced by similar problems. It may also interest boys and girls now middle-aged men and women who have been through the mill themselves.

First we taught such nouns as room, door, window, book, table, desk, chair, etc. These words were easily learned and practice in saying them was given to all by repeating them in concert.

At the same time we taught such verbs as has, have, see, hear, come, go, read, write, walk, run, etc. These could all be easily illustrated in the class-room. Soon the children learned to act on simple orders such as, "open the door," "take your book," "open the book," "ring the bell." Then we asked simple questions requiring brief answers; for example: "Have you a pen?" "Yes;" "have you a book?" "No;" "What can you see?" "I see a picture." Bit by bit we built up a vocabulary of words and short sentences most needed by pupils in ordinary conversation, adding qualifying words and connectives as needed.

In a surprisingly short time children could understand simple instructions and use easy sentences required in the class-room. At the same time they were learning to read, write, sing, do some art work and play games.



## *Peaceful Invasion*

It was a cardinal rule that pupils should understand and be able to use words correctly in speaking before using them in phonics and reading lessons.

Sometimes they made ludicrous mistakes. We made it a regular practice to give the correct word or construction, have it repeated by the pupil making the mistake and also by the class in concert. Nothing more was done at the time but I always carried a note book in which to enter such mistakes and later devised exercises for their correction. Lessons were not interrupted in order to make every lesson a language lesson.

Teachers and pupils were asked not to laugh at such errors but sometimes the one making the mistake started the laugh on himself.

Songs with actions suited to words were often used. London Bridge, The Farmer in the Dell, The Carousell, and many others afforded recreation, some exercise and helped greatly in the use of new words. For some years we employed a special teacher whose whole time was given to the direction of action songs and games for primary classes out of doors when weather permitted and in halls or spare class-rooms when it was wet or cold.

In our best classes those children who entered school in September were ready for promotion to the second grade in the following June in spite of the language handicap.

## *Methods of Language Teaching*



Singing and games for primary pupils were taken out-of-doors during fine weather and in spacious halls at other times. A special teacher was employed for this work. Young children were not required to remain for long periods in the class-rooms without exercises of some kind.

Older children who had been at school in their home land advanced more rapidly and we had special classes for them.

Some educators, politicians and others insisted that English-speaking instructors could not teach non-English speaking children without first acquiring a knowledge of the home language of the pupils. Others, supposedly high authorities said it could be done but that an extra year or two would be required. We proved that all were wrong.

## *Peaceful Invasion*

By the year 1916 it was evident that the bi-lingual or multilingual plan of teaching in Manitoba Schools had failed to give pupils a working knowledge of the English language. The minister of education for the province had received favorable reports of our work. He spent several days at the school, observing work done in the class-rooms and talking with teachers and pupils. Very soon it was definitely decided that the direct method of language teaching was to be adopted in all schools in the province.

In the summer of 1916 a teachers' training class was organized. About fifty prospective teachers were selected. A class of six-year-old children was recruited from the vicinity of Strathcona School. One of our regular teachers was placed in charge of it. This class attended school every morning for five weeks in the months of July and August, taking the regular work of Grade One.

Teachers in training observed the work done and under direction did some teaching themselves. During the remainder of the day they learned children's songs and games, discussed methods of teaching and prepared aids for use in their own schools. They also had lectures and demonstrations by medical health officers and a public health nurse. Many of the schools to which they were going were far away from any doctor or nurse and the teacher often had to take responsibility in cases of contagious disease

## *Methods of Language Teaching*

and to give first aid in case of accidents. These classes were continued for four summer sessions and altogether some two hundred teachers were given this special training.

Thus the methods developed in our school were carried to country districts and the multilingual plan previously used was entirely discarded. The children were freed from the handicap of broken English and within a few years spoke as well as did those in purely English-speaking districts.



*"Count the cause above renown;  
Count the game beyond the prize."*

---

*In books or work or healthful play,  
Let my first years be passed  
That I may give of every day  
Some good account at last.*

## CHAPTER V.

### In the Field of Sport

**P**ARTICIPATION in field games and sports, both at school and on vacant lots after the pupils had left us was a potent factor in creating good-will among children of the many racial groups and differing religious beliefs.

One of the first games learned by our boys was Association Football or "Soccer." Though none of them had ever played the game and few had ever heard of it, they soon became expert players and won many championships in city-wide competition. Only a few of the winning teams are shown here.

A boy got his place on the school team because of ability to play the game and to co-operate with others. Neither race nor religion had anything to do with the selection of players. The interest aroused in winning or attempting to win a game and the honor of the school were uppermost in the minds of all members of a team. There was no place for bickering or quarreling among its members.

Parents coming from Europe had not been accustomed to such games as baseball, lacrosse or football and at first there was opposition on their part. Some thought the games would be hard on the player's boots; others

*Peaceful Invasion*



**STRATHCONA JUNIORS 1915**

BACK ROW—I. Litvak, P. Zerebko, F. Elsessar, M. Taylor, I. Permuk.  
SECOND ROW—A. Shea, D. Marinelli, W. J. Sisler, M. Maslak, Otto Puls.  
FRONT ROW—Frank Jenkins, A. Foster, H. Dillman





**STRATHCONA JUNIOR CHAMPIONS, 1909**

BACK ROW—H. Parker, S. Olshansky, W. J. Sisler, I. Halparin, H. Slursky.  
 SECOND ROW—A. Paul, E. Drewe, J. Slursky, J. Levesque, P. Huget, E. Reeve.  
 FRONT ROW—F. Stibbard, G. Hawthron.



**STRATHCONA INTERMEDIATE CITY CHAMPIONS, 1909**

BACK ROW—A. Maitland, J. Robson, B. Gutnik, W. J. Sisler, H. McMillan,  
 H. Anderson.  
 FRONT ROW—A. Backlund, E. Town, J. Levesk, M. Panisko, A. Query,  
 C. Showler.



**STRATHCONA INTERMEDIATES, 1910-11**

BACK ROW—M. Oswald, E. Laveryk, S. Gunter, P. Engle, M. Hyman, S. Zed, A. Tymchorak.

SECOND ROW—A. Wiesner, F. Stibbard, W. J. Silsler, A. Mittleman, B. Rosenblat.

FRONT ROW—John Walter, Norman Paul, Harry Jackson.



**INTERMEDIATE "B" LACROSSE, WINNIPEG SCHOOLS, 1913**

BACK ROW — D. Krenz, Sam Perlman, A. Tymchorak, M. Kerchink, A. Melowicz,

SECOND ROW—L. Golman, W. Maslak, W. J. Sisler, F. Kanter, Stanley Zed.

FRONT ROW—N. Bendit, Con. Borger, Sol. Perlman, B. Egilson.



**STRATHCONA FOOTBALL CLUB, SENIOR CHAMPIONS,  
WINNIPEG SCHOOLS LEAGUE, 1916**

BACK ROW—E. Cohen, F. Schnoor, B. Egilson, B. Perlman, M. Corman, M. Levine.

SECOND ROW—W. Stefanik, A. Knelman, A. Olshansky, W. J. Sisler, J. Mattern, F. Elsessar.

FRONT ROW—R. Marriott, C. Brodsky.



**STRATHCONA JUNIOR FOOTBALL CLUB, 1917**

BACK ROW—J. Kornik, P. Geller, A. Leach, A. Taplitsky, Phil Black, I. Fustofsky.

SECOND ROW—W. Fogel, J. Lifcus, A. Foster, W. J. Sisler, C. Hirschfield, H. Hollis, A. Minkus.

FRONT ROW—H. Corman, W. Kizuk.

## *Peaceful Invasion*

wanted the boys to pile wood, dig the garden or run errands after four o'clock and on Saturdays. The good players always found a way to get to the games.

I remember two boys who were not allowed by their parents to ride on a street car or do any work with their hands on Saturdays. As most of our games were played on that day this restriction would apparently keep them out of the games. The boys made no objection to walking long distances to the games and when it was pointed out to the father that soccer was played with the feet and using the hands was contrary to the rules there was no further objection. The boys developed into good players and used to rise early and walk a mile or two in order to be on the field in time to begin play at nine o'clock.

Association football or "Soccer" as it is commonly called was the first competitive game that our boys learned to play. When we got our first football dozens of boys ran pell-mell after it. They were completely bewildered by the bouncing ball.

It did not take long to get down to a semblance of team play and at the end of our second year, both our junior and senior teams won city schools championships. Finals were played when snow was on the ground. Some of the boys played wearing moccasins and one wore a pair of thick felt boots several sizes too large for him.

They were a proud lot when they cinched two cham-

## *In the Field of Sport*

pionships on one day. This gave them confidence in their ability and from that day teams from the old Strathcona and newer surrounding schools have won more than a full share of honors in field games.

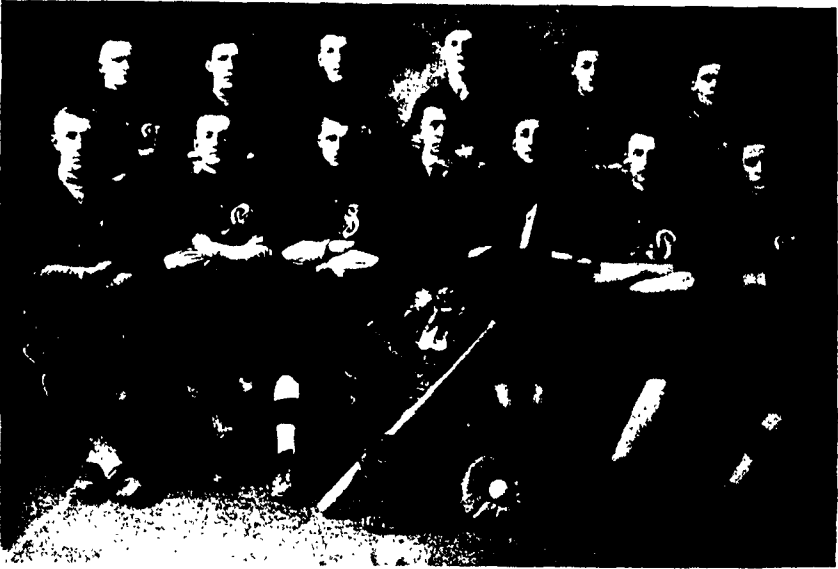
To keep growing boys and girls profitably employed during their leisure time is no easy task. The country owes a debt of gratitude to men and women, in the schools and in outside organizations, who help in promoting enjoyable and healthful games.

Lacrosse was played in Winnipeg schools from about the year 1900 for a period of twenty-five years. One reason for its decline was the expense of equipment and general loss of interest in the game outside the schools. Another reason was that the older teachers, interested in the game and capable of organizing and coaching teams had passed on or retired from the service. The games played by their teams were lessons for others potentially as good or better but lacking in experienced coaching. Robert H. Smith, late Secretary of the School Board, a senior lacrosse player for many years, was the spark plug of the Schools' Lacrosse League. His experience, enthusiasm and firm belief in lacrosse and other games as factors in the training of boys did much to encourage organized inter-school sports. Among the old-time coaches were Jack Mulvey, Ralph Brown and John W. Beckett. They developed high class teams in their own schools and taught the boys the meaning of fair play.

### *Peaceful Invasion*

It is to be regretted that lacrosse has been eliminated from the list of school games. It is a purely Canadian game. When well played and kept under proper control it is the most spectacular of field games and affords a fine training in endurance, alertness and self-control for boys of senior, elementary and high school age.

Baseball was never a school game owing to lack of



**STRATHCONA. Y.M.C.A. JUNIOR CITY LEAGUE CHAMPIONS, 1917**

BACK ROW—D. G. Craig, A. Wiesner, R. Marinelli, W. Meyers, B. Kahana, R. Wiesner.

FRONT ROW—J. P. Lusk, J. Silverman, V. Nestor, W. J. Sisler, H. Saultman, S. Perlman, T. Wilson

## *In the Field of Sport*

large fields and to the danger in using a hard ball on school grounds. A similar game, commonly called softball was played by both boys and girls. There was no lack of interest in baseball among the older boys as they often had the privilege of seeing very good professional teams.

One group of boys while still at school managed to get a limited amount of used equipment and began practising on vacant lots. In the following year they organized a team, entered the Juvenile City League and won the Championship. They followed this success by winning Junior and Intermediate Championships. They then applied to enter the Senior League but this was evidently a close corporation and the boys were forced to disband and join various senior clubs already in the league.

This team was developed by the boys themselves without financial or other backing. All excepting two of these boys were born in Europe where baseball and similar games were unknown. One of the players, Sam Perlman, had the organizing ability, and got an enthusiastic lot of players around him. They not only played the game but organized, coached and financed it themselves, keeping champion teams in competition over a period of ten years.

Out of it all they got not only recreation and exercise but also a fine training in self-government.

Basketball was another popular game. Both boys and

## *Peaceful Invasion*

girls played out of doors winter and summer excepting during the very cold weather. They appointed their own or played without referees but there was seldom or never any quarrel or serious dispute. This was also a good training in citizenship. When they had a referee they learned to abide by the decision of the one in authority. When they had none they were learning self-control and to observe the rules of the game.

There was very little opportunity for indoor practice but teams from Isaac Newton won open city championships and at least twice competed in the finals for provincial honors.

Hockey was a popular game with school boys as well as with those beyond school age. On the open-air rinks in the North-Western section of the city, managed by groups of boys, many noted Professional Hockey players have been developed. Joe Cooper, Joe Kroll, Walter "Babe" Pratt, Walter Stanowski, Alex Shibicki, Billy Mosienko are some names that I recall, all well known to hockey fans. Rinks like those on which these boys were trained will soon be but a memory if provision is not soon made to preserve some of the vacant spaces as permanent playgrounds.

Girls too, won honors in baseball, basketball and volleyball. They may not have had so much outside competition as the boys had, but we gave everybody an opportunity to





## *In the Field of Sport*

play in inter-class competition as well as to play day after day just for pleasure and exercise.

What was done by the two schools best known to me was repeated by the newer schools in recent years.

I doubt if any section of Winnipeg or any other city has turned out so many athletes who excel in the games of basketball, football and hockey.

Some local organizations have done good work in keeping boys and girls interested in athletics after leaving school. The first of these was the Polish Gymnastic Association "Sokol" started in 1907. The first president was Julius Nowacki, a man of fine ability and a recognized leader in the Polish Community. Peter Taraska, an ex-student of our schools, was very active in promoting gymnastics, games, and Boy Scout movements.

The United Church Mission at Robertson House under direction of Rev. J. R. Mutchmor not only encouraged games among ex-school boys and girls but instituted a very comprehensive program that included almost every activity from kindergarten to mothers' clubs. The kindergarten, boy scouts, girls' clubs, domestic science, field games, library and summer camps indicate some of the activities. The older boys and young men of this institute under the name of Robertson Arrows Football Club had a long and distinguished record in city, provincial and dominion competition.



## *Peaceful Invasion*

About 1920 the Y.M.H.A. (Young Men's Hebrew Association) entered the field of organized sport beginning with soccer and later they played the more strenuous game of rugby. They have furnished high class competition in soccer, rugby and diamond ball for many years. At present they have their own building where physical training and other activities are carried on throughout the year—a fine contribution to citizenship training.

At the present time the most active organization in field games is the C.U.A.C. (Canadian Ukrainian Athletic Club). It was officially organized in 1926 with V. H. Koman as its president. Their first entry in city-wide competition was in the Boys' Juvenile Baseball League. This club has continued to encourage baseball for boys and young men and softball for girls. In both games they have won city and provincial championships. They have also sponsored bowling, hockey, curling, and a Field Day held on July 1st each year.

Players of all races are admitted but the credit for organizing and keeping the club active for a period of eighteen years is due to the Ukrainian section of the community, most of whom are graduates of various schools in the district. This club has done a splendid service for the young people of the community and is deserving of all the encouragement and support that we can give.

## *In the Field of Sport*

Games such as have been described here afford good physical exercise and furnish a profitable means for employing the leisure time of boys, girls and young men and women. They require quick thinking and muscular co-ordination and teach participants the value of co-operation and self-control. I know of nothing that tends to bring a boy to his proper level so surely as team games. At first we had some disputes among the players but all soon learned to respect the authority of the referee. At one time we had on the grounds of the old Strathcona School an eight team league organized within the school. Each team had its own name and colors. Captains were chosen at an open meeting. These captains chose their teams and as a committee of management they planned a schedule of games, appointed referees and kept records of team standing. Games were played not only during the football season but well on into the winter.

The Royals as a senior soccer team was developed from King Edward School teams and gave a good account of themselves in senior company.

Those who assisted in keeping boys interested in this fine old game, after leaving school are doing a splendid service not only for members of the teams but for the district in which they live.

## *Peaceful Invasion*

At the time of which I write there were numerous vacant lots on which to play match games or to practice at will. Most of this land is now occupied but it would still be possible to reserve many lots which have reverted to the city for non-payment of taxes. These could be held until such time as the Parks Board is in a position to take them over, improve and keep them as permanent playgrounds.

There should be many small plots, one at least in every block and a number of larger plots within easy walking distance of everyone in the community, where older boys and girls could play baseball, hockey, football, etc., and could engage in track or field athletics.

The cost would not be great but the value of other property would be enhanced and dividends on the investment would be returned in health, happiness and good order. Lessons in self-government should be given to every child. The playground should be a school in which some of these lessons are learned.

Action should be taken at once as in some parts of the district there is no place for children to play excepting on the streets. There is not room even for a skating rink excepting on the outskirts of the city.

Development of these grounds could not all be done at once but the acquisition of the land and planning for the

### *In the Field of Sport*

future are pre-requisites to successful development. Quick action is needed as once lots have been used for building their acquisition is difficult or in some cases impossible. Every child is entitled to room for recreation and to the privilege and joy of play.



**STRATHCONA FOOTBALL CLUB, JUNIOR CHAMPIONS,  
WINNIPEG SCHOLS LEAGUE, 1916**

BACK ROW—J. Hrachuk, A. Taplitsky, A. Anderson, I. Fustovsky, H. Skisgar,  
J. Martin.

SECOND ROW—Allan Foster, P. Zerebko, W. J. Sisler, M. Taylor, S. Hirshfeld.

FRONT—J. Coretsky.



**STRATHCONA INTERMEDIATE B. CHAMPIONS, WINNIPEG SCHOOLS, 1919**  
 BACK ROW—A. Lack, J. Kornick, M. Komarcinski, D. Galsky, H. Moskovich,  
 O. McKush.  
 SECOND ROW—Ben. Hollis, ———, W. J. Sisler, A. Tave'nan, L. Foster.  
 FRONT ROW—H. Zaretsky, H. Hoffman.



**FIRST ISAAC NEWTON SENIOR SOCCER TEAM**  
**WINNERS GARDINER SHIELD, 1921-22**  
 BACK ROW—H. Babiér, P. Mazurak, A. Negrych, Ed. Rodin, M. Gilfix, ———  
 SECOND ROW—W. Abramson, B. Hollis, R. Radis, W. J. Sisler, A. Liko, M.  
 Kuzyk, ———, Daniel Foreman.



**ISAAC NEWTON JUNIOR HIGH SCHOOL, SENIOR CHAMPIONS, 1924**

BACK ROW—S. Avren, T. Birkett, S. Zubrecki, P. Ahoff, D. Tatelman, R. Shusterove.

SECOND ROW—S. Ramsbottom, K. Jastręmsky, W. J. Sisler, E. McKush, J. Gonick.

FRONT ROW—W. Shack, E. Luski.



**ISAAC NEWTON JUVENILE BRITISH RUGBY TEAM  
MANITOBA CHAMPIONS, 1927-28**

BACK ROW—W. J. Sisler, R. Schultz, M. Stevenson, A. Kotenko, N. Garbolinski, A. Ratner, M. Zallig, J. Dzinbinsky, C. S. Gow, Coach.

SECOND ROW—Max Zallig, F. Momotuk, P. Lazaruk, V. Rolny, B. Lappan, C. Rayter.

FRONT ROW—F. Burgess, J. Dragan, M. Faryna.



**SENIOR "A" SOCCER, I.N.S., 1927**

BACK ROW—W J Sisler, T. Taraska, P. Popyk, M. Prusky, F. Momotuk.  
 SECOND ROW A. Kotenko, P Lazarek, G. Sisler (mascot), J. Dragan, M.  
 Faynd, S Shalay.  
 FRONT ROW J Gudz, T Wellis



**ISAAC NEWTON SENIOR SOCCER TEAM  
 WINNIPEG SCHOOLS LEAGUE, 1929**

BACK ROW—W Andrews, Ed Smolak, Sam Stern, J. Kowal, John Trebel,  
 F. Berbaka, M. Skremetka.  
 FRONT ROW—Jas. Skrill, Wm. Krupka, W. J. Sisler, Joe Shack, N. Music,  
 M. Harrison.





**ISAAC NEWTON BASKETBALL, SENIOR, 1937  
WINNERS INTER-HIGH SCHOOL, SENIOR AND CITY JUNIOR**

BACK ROW—M. Terry, S. O'Gradnik, W. Chiekowski, P. Dack, C. Wozny,  
S. Shurgot, J. Peiluk.  
FRONT ROW—J. Holmaty, T. Osachuk, W. Korchik, S. Pankow, L. Carlson



**ISAAC NEWTON SENIOR SOCCER TEAM, 1930  
WINNERS, OLDFIELD, KIRBY & GARDNER SHIELD**

BACK ROW—A. Drapak, Joe Kroll, J. Trebel, W. Andrews, W. J. Sisler, Sam  
Stern, M. Skremetka.  
FRONT ROW—Wm. Krupka, Leslie Horn, Joe Shack, N. Mustic, M. Harrison.

*"The best place for a child to perform the functions of change and growth is in an environment that itself changes and grows. Nature alone can furnish this."*

## CHAPTER VI.

### The School Garden



NATURE study was always a feature of our work from Grade I up to and including Junior High School Grades. In every room there were plants and flowers. Instruction was given in growing and caring for them.

We had a plot of ground adjoining the school, where sixty children each had an allotment. Others cultivated vacant lots near their homes or had plots in their own back yards.

Senior pupils drew plans for the school garden as well as for the lawn in front of the school where we had twenty varieties of shrubs, fruit and shade trees.

Home garden competitions were held and prizes consisting of books, pictures, roots and shrubs for home planting were awarded. The books related mostly to Canadian life and history while the pictures were colored reproductions of well known paintings.

Each season's work concluded with an exhibition of products from all branches of our gardening projects. Parents were invited and some of them gained their first personal knowledge of the school by visiting the fair. This forged another link between the school and home.

### *Peaceful Invasion*

Judging the home gardens and supervising the exhibition gave teachers an opportunity to make contacts with parents, which were mutually helpful.

Work done in the class-room aroused interest in beautifying the school-room; it also furnished material for nature study and drawing.



GROUP OF WORKERS IN SCHOOL GARDEN, 1912

## *The School Garden*

About sixty pupils each had a small plot about six by eight feet and at first grew only the most common flowers and vegetables. There were also some plots reserved for experimental purposes. At the beginning of the first year there were some who could not tell the difference between a thistle and a young carrot but once they learned to identify their flowers and vegetables there were very few neglected plots.

Many lessons were learned here in sowing, planting and caring for the garden. There were other lessons learned by the boys and girls. As the old Scotch dominie said of his garden: "It's small but wondrous high." They learned to lay out the grounds, to repair fences, to keep pathways clean, to respect each others property, to use and care for tools that they owned in common.

A group of a dozen older boys undertook the cultivation of half an acre of land about two miles from the school, working on Saturdays and on odd days during the holidays. They made a worthwhile contribution to the vegetable supply for their respective homes, and practical knowledge of nature's ways were gained at first hand. Thoughts were turned in the direction of useful work and they learned that labor is required on the part of some one in order to produce the necessities of life a lesson which some adults have not yet learned.



## *Peaceful Invasion*

In the four or five years before the encroachment of buildings put an end to the many projects here described, we did a more advanced type of work, namely the propagation of trees, shrubs, fruits and flowers from seeds, cuttings and roots.

1. Manitoba maple and ash were grown from seed.
2. Seeds of caragana and honeysuckle were collected in the fall and some was sown just before freeze-up and some in the spring and results compared.
3. Methods of propagation by cutting and layering were illustrated with Virginia creeper, gooseberry, currant and lilac.
4. Propagation by root division was carried on with golden glow and iris. This was done usually in the month of August and many homes in the school area still show the results of our experiments in the plants and shrubs decorating their houses and grounds.

All this work was done outside of regular school hours. It is my belief that such work is a very important part of any child's education and every school should try to demonstrate how man's labor working with nature produces the marvel of new life and contributes to the comfort and well-being of man.

## *The School Garden*

From the plants, shrubs and seeds produced by boys and girls hundreds of vines, shrubs, trees and flowers were given to the children. They made a real contribution toward beautifying the homes.

Harvesting the crop was for the gardeners the most interesting event of the year.



**BOYS AT WORK IN SCHOOL GARDEN**

LEFT TO RIGHT—Alex Golden, Mike Buzdigan, Hymie Kankiewicz.

*"The child who plants a seed, is working hand in hand with the Creator."*

*"A wholesome amount of work lies at the very foundation of things. The independent earning of one's living is a worthy ambition for every boy and girl."*

## *Peaceful Invasion*



SENIOR BOYS ON LAWN. STRATHCONA SCHOOL, 1916

We had a large playground. A narrow strip in front of the school was reserved for lawn, flowers and shrubs. No one was allowed on the lawn excepting those assigned to attend to planting, watering, etc. In the case of the senior class who were about to leave the school, they were allowed to study here in preparation for the June examination. This privilege was highly prized. They were proud of the attention given them by the Juniors.

\* \* \*

*"When a child produces something by his own skill and work he will realize that he has some inherent right in the article produced, and that others have a similar right to what they produce. Dishonesty not only of children but of adults in their social business and political life is a result of failure to understand these rights." \**

*"In the whole realm of nature is there anything more wonderful than the regeneration of life from an insignificant withered seed? It is a miracle seen so often that we pass it by unnoticed; so wonderful that the most learned cannot discover the secret, yet so simple that the little child can understand in the main conditions which bring it about." \**

\*Quotations are from leaflets sent out to parents in the Spring 1908 and 1909



## CHAPTER VII.

### Other Activities

#### School Cadets

**B**ETWEEN the years 1900 and 1914 military drill for boys was given a prominent place in all city schools.

At one time we had three companies of cadets who knew their company and battalion drill better than did most militia units of that time.

As a result of experience both as a pupil and an instructor it is my opinion that military drill is a valuable part of any physical training program. It inculcates order, neatness, precision and co-operation, to as great or a greater extent than does any other training.

Girls were taught fancy drills (not military) which served the same purpose for them. I do not consider the military side of it as important and any course should include games and special exercises but I feel certain that boys and girls of the Winnipeg schools never carried themselves so well both on and off parade as they did when cadet training, consisting mainly of military drill, was given a prominent place in the physical training program.

The war of 1914 and the opposition of a majority of school board members of that time, to what they called

## *Peaceful Invasion*

military training, put an end to this work for more than twenty years. It was revived in 1939 showing the opposite effect to that induced by the war of 1914.



DRUM AND BUGLE BAND

Winnipeg School Cadets, taken about 1912

## Music and Art

We soon found that our new pupils coming from Europe excelled our native Canadians in appreciation of music and ability in art. It is true that their colors were vivid and their sense of harmony needed direction but they were completely happy in their music and art periods. These

## *Other Activities*

subjects gave them a means of expression that did not require a spoken language though at the same time these subjects lent themselves to aid language teaching. Music was taught in every class-room. For the benefit of older pupils we made use of lantern slides in teaching songs to several classes at one time. Such songs as "Home Sweet Home," "The Maple Leaf," "My Own Canadian Home," "O Canada," "Dominion Hymn," "The British Grenadier," and many others were known and could be sung by all the older pupils and the songs mentioned were sung often.

Parents of course were pleased if their children showed any special talent and often made great sacrifices to give them instruction in instrumental or vocal music. Many a workman earning only very moderate wages has bought an expensive violin and paid for the best instruction, for a son or daughter showing signs of musical talent.

Our superintendent, Dr. Daniel McIntyre, was always keenly interested in this phase of our work as indeed he was in all of it. One afternoon at a gathering in the school auditorium a twelve-year-old boy gave a particularly fine performance on the piano. The superintendent complimented the boy and then spoke to the class about the value of musical training. He then asked how many in the audience, numbering four hundred and fifty, were studying music outside of school hours. More than one-third of the

## *Peaceful Invasion*

boys and girls indicated by a show of hands that they were doing so. The superintendent was a man of few words but on this occasion he spoke with feeling and enthusiasm. I had never seen him so well pleased with anything connected with the school.

It must be remembered that ours was what is commonly called a working-class district. Any savings that the parents had, were accumulated by hard work; yet many of these same boys and girls were sent to New York, London and the European continent for training and have made names for themselves not only as performers but in some cases as composers. I recall from memory a few of them, --Taras Hubicki, Bohdan Hubicki, John Kuchmy, Jack Gorowski, Constance Stefanik, John Martin, William Moskalyk and Luba Novak.

There are many others whose names I cannot recall.

"Let me make the songs of a nation and I care not who makes its laws." I cannot name the author of this quotation but certainly a knowledge and love of music is something that gives pleasure to, and influences the character of any child, and this influence will continue throughout life. In the early days of music as a school subject the instruction was given by the class teacher. They sang often and their music lightened the day's work. Today the teaching is done by specialists. Technically, the singing is much better now

## *Other Activities*

but while there has been a gain in execution, I feel sure there has been a loss in enthusiasm and spontaneity.

Canadian folk songs, patriotic songs and the best of the old favorites should be known by every child. It is true that we have not many Canadian songs but the few we have should be taught to our children.

In our earliest music readers for the schools there was nothing relating to Canada. In the series that followed some really good Canadian songs appeared. In the book most recently authorized there appears only one. Let us hope that we may have some music of our own that will foster love of our native land.

In dramatic art we found that our pupils excelled and we gave them many opportunities to practice it at school concerts and in the class-rooms. Some of the plays produced related to Canadian history. One of the best plays that I have ever seen put on by a school related to the Selkirk settlers. There is a great field to be developed here. Our history and geography would be better known if taught by depicting explorers, missionaries, settlers, statesmen and industries through pictures and plays.

The school garden, the cadets, the school orchestra, athletic contests, lantern slides, moving pictures and the drama made the class-room work more interesting and

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enjoyable, but as stated before, the teaching of English was our first important task. All these activities contributed to this end. They helped to sustain interest and gave pupils something of common interest to talk about. They also helped to secure order in the right way. As a boy once said: "We are kept so busy we have no time to be bad. No matter how fast you work there is always something else to do." This ten-year-old boy had learned the secret of keeping good order, in home, playground or class-room.

Then these outside activities help to make contacts with and arouse the interest of parents. Many of them did not speak English and what they saw and heard at the school fair, the concert and on the playground aroused their interest in a way that could not have been done by any other means.



**THE MAYPOLE DANCE, REPRESENTING ENGLAND**



**TABLEAU SONGS AND DANCES, REPRESENTING CANADA**

Above are two of the groups in an international exhibition of songs and dances and costumes representing England, Ireland, Scotland, Wales, France, Russia, Poland, the Ukraine, and Canada. Each group was represented by children of many races





## CHAPTER VIII.

### The Night School

**I**N our day school we provided mainly for children entering at the age of six to nine years. We soon had enough older pupils to make up a class ranging in age from ten to sixteen years. We designated this class not by grade but the number of the room it occupied. To the teachers it was "Room Twenty-four" but younger pupils who had made some progress in the mastery of English and were proud of their superior knowledge always referred to it as "The Green-horn's Class."

We had some elementary pupils above the age of sixteen, in fact a few up to twenty-one. These also were put in a special class. They never remained long. As soon as they acquired a little knowledge of English they got employment and newcomers took their places. Some of them wished to continue in school but could not afford to lose working time for this purpose. There were others employed during the day, who had never attended school since arriving in Canada. In the fall of 1905 it was decided by the school board to open evening classes for the study of elementary English.

Advertisements were run in foreign language papers and hand-bills in five languages were printed and widely

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distributed. These I took personally to various social and political gatherings. Sometimes I was given an opportunity to speak in English. Though few understood, there was always someone to interpret for the benefit of those who could not understand. The school faced a busy street and a large blackboard was another means used to advertise the classes.

On the opening night we received about two hundred pupils most of them men who worked during the day. These first pupils brought friends with them and the numbers gradually increased until we had more than five hundred on our rolls.

The first teachers were recruited from members of the day school staff. Some who had previously been teachers but were now attending various colleges did good work in our night schools. We had several instances of men and women who had not any previous knowledge of teaching, yet after a little practice did excellent work. Their enthusiasm carried them over the difficult period when they were learning how to manage their classes.

Some of our school authorities said that the teacher in such classes as these should have a knowledge of the pupil's home language in order to teach him English. We tried this plan to a limited extent. My own observations as principal of an evening school, employing as many as fifteen

## *The Night School*

teachers during each winter session over a period of twenty years leads me to the conclusion that the best teacher is the one who has a good command of English, speaks distinctly, is sympathetic toward the pupils and is ready to adopt a common sense method of teaching first what the pupil needs most.

The teacher's knowledge of a second language may be a help in theory but in practice it is so easy to form the habit of too frequent use of the pupils' native language, that thinking in English and actually using the new language are neglected. I have often had pupils ask to be put into a class with a teacher who knew only English, rather than remain with one who knew that pupil's native tongue. We used the direct method almost exclusively. About twenty-five to thirty pupils were assigned to each class and adjustments were frequently made among classes to suit those who learned more slowly or more quickly than the average.

Classification was always made on the basis of previous knowledge and aptitude—never on the basis of race, nationality or languages already known.

At first no fee or other restriction was put upon pupils but so many came just out of curiosity or without serious intention, to work that a workable organization of classes was difficult. After the second year a small enrolment

## *Peaceful Invasion*

fee was charged. This was returnable at the end of the session provided that the pupil made eighty per cent or more of the possible attendance for the term.

For the first few evenings when the night school was opened there was some friction among pupils who carried their old-world feuds to a new setting. In their home land and even since coming to Canada, they had never associated with any but people speaking their own language and of their own religious belief.

Nearly all of our evening school pupils had come from Europe. They spoke Ukrainian, Russian, German, Polish or Yiddish. There were also a very few English-speaking pupils who had never had the privilege of attending school when they were young. I made it a rule to see all pupils on entering and assign them to classes suited to their needs. One evening a middle-aged woman who spoke fluent English applied to enter an elementary class. This was unusual, so I told her that the classes were for those who knew little or no English and wished to learn the language. "Oh, I know that," she said, "but at home I got only to the second form." I then asked where she had attended school. "In England; I lived in 'Appy 'Ampstead a suburb of London." She was placed with a lady teacher in what was for our school an advanced class, and though her reading and spelling were not good, she was most helpful to other students because

## *The Night School*

she spoke so much better than they did. She stayed through the whole winter session and the teacher was most grateful for her help in teaching other pupils to speak and in return gave her special attention in the subjects she needed.

Most of our night school students were men but we had a fair number of older girls and a few married women. It was not uncommon for a girl ten or twelve years old to bring her mother to the school, sit beside her for the whole evening and help with difficulties in the lesson.

I remember one fine looking intelligent girl of fifteen who on entering the evening class could not speak or understand a word of English. She told me in Swedish that she was born in Winnipeg and attended public school here until she had reached Grade IV. This was a complete puzzle to me until I found later that her Canadian mother had died when the child was nine years old. The father was Swedish, and after his wife had passed away, the young daughter was sent to live with her grandparents in Sweden. When they both died about six years later, the girl returned to her father in Winnipeg.

During her six years' absence she had neither spoken nor read any language but Swedish, and had completely forgotten her native language learned in her home and at school during the nine years before going to Sweden. Once

## *Peaceful Invasion*

she began to re-learn English she made unusually rapid progress.

As we had no precedent either oral or printed to guide us, we had to formulate our own program and set our own tests for promotions. This was done in a haphazard way for the first two or three years. We had to learn by the trial and error method and then we compiled a fairly definite program which simplified the work and made it more uniform. This program was later printed by the Department of Education and distributed to evening schools throughout the Province of Manitoba.

Our grading differed from that of the day schools. We had classes 1, 2, 3, 4, 5, Advanced Junior and Advanced Senior. Work was set out in some detail for each class. The following extracts will give some idea of our plan.

### **GENERAL DIRECTIONS**

#### **To Teachers of Evening Classes**

Have your plan of work written out at least two or three days in advance and assign a definite time for each subject.

Classes should be held not less than two nor more than three evenings per week. About two hours' work will be sufficient for each session.

## *The Night School*

All written work done by pupils should be examined and corrected by the teacher. Some of this marking will necessarily be done outside of school hours.

Keep a progress record of each pupil.

Give each one a fair share of attention. The keener and more aggressive pupils will monopolize the teacher's time if allowed to do so. The slower pupils, if neglected, will soon be discouraged and leave school.

If you cannot give the necessary time for planning and close supervision, success cannot be achieved.

Work of the first five classes consisted mainly of reading, writing, oral language, spelling and a little arithmetic. Following is the outline suggested for a more advanced class.

### **ADVANCED CLASS—JUNIOR**

**1. Reading.**

Last half of Fifth School Reader. Bulletins, pamphlets and news items in which pupils may be interested.

**2. Dictation of short extracts** from reading lessons. Dictation of model, friendly and business letters.

**3. Writing.**

Practice freedom of movement and correct formation of letters and figures.

## *Peaceful Invasion*

### 4. Arithmetic.

Review weights and measures. **Long measure** with practical illustrations in the school-room. **Square measure** as applied to the desk, door, window, floor and plots of land. **Cubic measure** as applied to the measurement of wood and excavations.

### 5. Composition.

Letter writing—discussion and written opinions on current topics and the men concerned therein

### 6. Civics.

(a) Taxation—Municipal, provincial and federal.

(b) Production and distribution of the common necessities of life—food, clothing and shelter

(c) Citizenship — How acquired, duties and responsibilities, share in government, the franchise, voting, community interest and the country's defence

In all night school work a prominent place should be given to instruction that will lead to an understanding of the laws and institutions of our country. There is not time to take formal history and even if there were time the study of current events and their relation to society is more important and of greater interest to pupils.

We did not confine ourselves entirely to a set program in English. There were classes where women were taught to cut garments and use the sewing machine.



## *The Night School*

There was a singing class not a complete success because pupils wanted to spend their whole time in the study of English. They did, however, learn some of our patriotic and folk songs.

For some years we had special classes for shop apprentices, and during one winter a class of Japanese laborers who had been brought in by a railway company.

Sometimes we took a number of classes together where pupils had a chance to sing or play their own native music though usually these exercises were held wholly in English.

Lantern slides and moving pictures were used to teach our pupils some facts about their adopted country. One set of one hundred and fifty slides showed scenes from the Atlantic to the Pacific and was given with appropriate lectures in three instalments. This set was used year after year.

Songs such as "O Canada," "My Own Canadian Home," "The Land of the Maple," and "Home Sweet Home," were thrown on the screen and taught to two or three hundred people at a time.

We tried language teaching en masse by throwing pictures on the screen and then having a class of a hundred or more use appropriate words and sentences in unison.

## *Peaceful Invasion*

This plan has a use for review and correction of persistently repeated errors but is not to be recommended for general use as it lacks the personal touch of the class teacher.

No doubt we made many mistakes but we soon arrived at a pretty definite plan and some thousands of adults worked harmoniously together irrespective of race or creed, learning something about Canada and getting a working knowledge of our language. They remained, on an average through two winter terms, though many of them stayed for a much longer time.

I have often been asked how I managed to communicate with so many people whose language I could not speak. I have seldom required an interpreter and yet have always been able to get the information needed when admitting new pupils. The usual questions were:

"What is your name?"

"Where do you live?"

"What language do you speak?"

"Where do you work?"

"When did you come to Canada?"

The prospective student would first be given a form on which to write his name and address. His manner of doing this or failing to do it told me at once whether or not he

## *The Night School*

had some knowledge of English or some education in a foreign language. I learned to ask questions and to understand the answers in four or five languages. Starting with English I would ask the first question. If I got no response I would try German, Ukrainian, etc. When the pupil heard the words that he understood there was instant response and he was at once put at ease. Other questions were then answered and by this time I knew where to place him and he would find classmates of the same grade as himself. He might even find some one from the same country in Europe or possibly from the same district.

The success of every class depended largely on the class-room teacher. The one who was always on time, ready to greet the pupils as they came in, and was willing to wait for a few minutes after the hour for dismissal to answer individual questions usually succeeded in holding a class together throughout the full term. Pupils often asked to be placed with the same teacher the following year. The teacher who habitually came a few minutes late, had no work prepared when he did come and had his coat on ready to leave the instant that the dismissal bell rang, never succeeded in holding a class together. There were very few of these however. The great majority of our teachers did excellent work and often helped their pupils in ways other than just teaching them in the class-room.

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Our best instructors were drawn from the teachers of primary classes of the public school and from among University students who had a desire to help the immigrants find a place in their adopted country. Some there were without either normal school training or class-room experience who made excellent teachers in these evening classes. They all made a real contribution in helping to unite the many racial elements that are going into the making of a Canadian Nation.



## CHAPTER IX.

### Community Organizations and Their Relation to School and Society -

**N**EARLY all community activities outside the school were determined on religious or political lines. When immigrants arrived the church was the first prominent building to appear. It was used solely for religious worship.. Other buildings required for community halls and private schools were built soon after. Following is a list of churches in the north-western section of which our district was about the centre.

Number	Denomination	Language
3	Roman Catholic	2 Polish, 1 German
3	Greek Catholic	3 Ukrainian
2	Greek Orthodox	1 Ukrainian, 1 Russian
6	Lutheran	6 German
1	Salem Reformed	German
6	Jewish	6 Hebrew
2	United Church	1 English, 1 Ukrainian
1	Anglican	English
1	Bethlehem Chapel	Bohemian
1	Independent	Polish

At least half of all the list above have quite large congregations.

## *Peaceful Invasion*

Some of the churches have private schools connected with them. At least four of these are good sized buildings where in addition to the primary school program the children are given religious teaching and are also taught to read and write their home language. These schools are subject to government inspection but receive no government grant.

Many other organizations not connected with the churches provide instruction in language, music, dancing and dramatics. The children attend public schools during the day and are engaged in these extra activities between four and six o'clock, in the evenings or on Saturdays.

The only English language groups carrying on work of this kind are the Stella Avenue Mission and Robertson House, both under the auspices of the United Church of Canada. Here there are kindergarten classes for children of pre-school age, Trail Rangers, Tuxis Groups, Boy Scouts and Athletic Clubs for older boys; C.G.I.T., Domestic Science, Sewing Circles and Athletic Clubs for girls. There are Mothers' Clubs and libraries and a summer vacation camp is operated at the lake shore for mothers and children who would otherwise not be able to afford a vacation.

The Mission and the Institute are open in some department every day in the year.

## *Community Organizations*

There is a great need for work of this kind which has not been met. Many more organizations of this kind should have been started thirty to forty years ago.

An example of the work done in societies not connected with any church is the Ukrainian Reading Association. They erected a large hall in the year 1921. The work carried on here consists of lectures, debates, concerts, plays, dances and special celebrations of holidays. There is a company of Boy Scouts and athletic games for both boys and girls are encouraged.

There is a ladies' auxiliary which does Red Cross, hospital aid and benevolent work of many kinds. They also promote bazaars, etc., raising funds for patriotic and charitable work. In one at least of the Ukrainian clubs a Kindergarten School is organized and under the direction of a qualified teacher. The Ukrainian group as a whole has done good work in sponsoring organized athletic games for boys and girls. They have won championships in city leagues and have competed throughout the Province of Manitoba and in the United States.

The Polish Society Sokol erected their hall in 1907 and were pioneers in this area in organizing gymnastics and athletic games outside the school. They have carried on work similar to that described above since about 1914.

There are many other societies organized, usually along

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racial, national or political lines. Generally speaking their objects are educational, cultural, benevolent or political.

The dances and music are those of the country from which our immigrants came; the plays represent episodes in the history of their forefathers in the old land. It was quite fitting that this should be so as the older people were just continuing the activities which they carried on in their native land. They understood not a word of English when they came to Canada and very little of the language of any other group outside their own circle. Plays, music, dances and costumes familiar to them were used at their social gatherings. A very large proportion participated in the activities of their clubs. If they did not do so they at least saw and heard what was familiar to them.

Many of their young people excel in music and art. It may be possible the writers of our songs and the composers of our music may come from our Canadians descended from the Slavic races.

The political clubs are not numerous. The most active are those organized by the Communist Party. Music athletics and educational work are carried on with the political motive behind these activities.

I have often been asked questions regarding the effect for good or otherwise of the work carried on in the many



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clubs and societies where old-world customs, language and culture are perpetuated.

The answer might be summarized in these few words.

1. They furnish meeting places for the older people who would not feel at home in an English speaking group.
2. There is much in the music, art and domestic life of our European immigrants which should be preserved for the benefit of future generations of Canadians. This can be done only in clubs organized on racial lines.
3. They furnish entertainment and social activity for young people and help to occupy their leisure time.
4. They help to retain the influence of parents over children. When the younger generation are allowed to forget the language and culture of their parents there is a sharp division between parent and child. The church, the societies connected with it, and some clubs not so connected, tend to keep this break from coming too suddenly. The influence of parents is retained as long as possible. One of the causes of juvenile delinquency is, I believe, to be found in this sudden break between the old and the new. The activities described in this chapter do, I believe, help to retain an influence which is for the good of the growing generation.

Breathes there the man, with soul so dead,  
Who never to himself hath said,  
This is my own, my native land,  
Whose heart hath ne'er within him burned  
As home his footsteps he hath turned,  
From wand'ring on a foreign strand?  
If such there breathe, go, mark him well;  
For him no minstrel raptures swell;  
High though his titles, proud his name,  
Boundless his wealth as wish can claim;  
Despite those titles, power and pelf,  
The wretch, concentred all in self,  
Living, shall forfeit fair renown,  
And doubly dying, shall go down  
To the vile dust, from whence he sprung,  
Unwept, unhonored, and unsung.

--SCOTT.

## CHAPTER X.

### Canadian Unity

*"United we stand; divided we fall."*— G. P. MORRIS



ON July 1st, 1867, two races of people set out to establish on the northern half of this continent a new nation.

They differed in language, race, religion and in their ideas of government but they agreed in that they preferred to live under British rule.

Both races had been in America for more than two centuries. The French had come to the banks of the St. Lawrence to establish an outpost in the New World. They called the country New France. Profits to be made in the fur trade entered the minds of some of these pioneers but the magnet which drew the leaders westward was a desire to plant the seeds of their religion in the New World.

While the French were settling the St. Lawrence valley the English Puritans, driven from their homeland by religious intolerance, were seeking new homes on the western shores of the North Atlantic. They clung to the name of their native land and called their plantations the New England Colonies.

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They sought freedom to worship as they pleased and to establish a democratic form of government. At the end of the American Revolution in 1783 many descendants of the English colonists, who had opposed separation from the mother country, sought refuge in what had been for two centuries a French Colony, but was now under the British flag.

The two races thus brought together had little in common except that they were seeking new homes and were willing to defend them against any aggressor. This was proven when they fought in a common cause to preserve the integrity of their country in the war of 1812.

The next milestone in the direction of union was passed when Upper and Lower Canada were united under a single government after the uprising of 1837. The final step toward political union was taken when in 1867, Ontario, Quebec, Nova Scotia and New Brunswick became the Dominion of Canada, the remaining five provinces following at a later date.

Political union did not however mean union in every sense of the term; the situation was further complicated by the great wave of immigration coming from Central Europe, which started at the end of the last century, was at its height just before 1914 and was resumed again at the close of the Great War.

## *Canadian Unity*

These new immigrants spoke languages not understood by either French or English. Many were illiterate and they had not been used to democratic government, but they were industrious, thrifty, ambitious and possessed the qualities needed by pioneers in a new land such as Canada.

There were and still are many factors tending to prevent complete unity among all Canadians.

At the time of Confederation the settlers in the Maritime Provinces knew little or nothing of their fellow countrymen on the Pacific Coast. Those in Quebec and Ontario were separated from the North-West Territories by distance and the difficulties of transportation and were to each other as inhabitants of separate countries.

The railway, the motor car and now the aeroplane have wiped out the handicaps of distance. The telephone and the radio have made far away voices familiar. The telegraph and the daily press have been mediums for the exchange of thoughts and the expression of opinion.

Difference of religious belief was once a hindrance to unity. We have learned to be more tolerant and have found that these differences need not be a barrier to unity in matters that tend to material moral and social betterment of our people.

There was a time when we looked with suspicion on

## *Peaceful Invasion*

anyone who spoke in a language other than our own. We have come to see that a knowledge of a second or even a third language is an asset in business and social life. It makes for a spirit of tolerance and friendliness in a country such as ours where our people speak so many different tongues.

The late Lord Tweedsmuir in a public address given on Dominion Day, 1937, used these words: "I should like to offer to the people of Canada one reflection which I think is appropriate to this day of national remembrance. Seventy years ago the Fathers of Confederation accomplished a great work. They gave Canada union. They could not give her unity. Unity comes only by the process of time; by the slow assimilation of different points of view, of different traditions. Canada must have not merely formal Confederation but a sincere unity of purpose. . . . Let us remember today that her destiny is to be not merely nine provinces but a single indivisible nation."

The goal of unity among the diverse elements of our population is conceded and desired by all of us. Should we, therefore, not ask ourselves some questions?

What has already been done to bring the desired end? What is being done now? If we have failed, what should be our course of action for the future?

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In my opinion the public school has done more than any agency to bring about unity and understanding among our people. Boys and girls are respected and honored in the class-room because of their conduct, ability and industry. They earn their places on the school team because of ability to play baseball, football or other games. The captain of the team and the officers of the cadet company are chosen because of ability and qualities of leadership.

They earn the right to take part in the school concert because of ability to sing, act, or play a musical instrument.

The debater and the valedictorian are chosen because of ability to think quickly and express their thoughts clearly.

The boy or girl wins a scholarship by showing superior knowledge of the subjects of study, or a medal because of ability and qualities of leadership.

Though we may have in a class pupils descended from a dozen different races and of nearly as many differing religious beliefs, all are proud to proclaim the one who excels in study, play or all round ability. Differences of racial origin and religion never enter the picture.

There is a tendency in some quarters to speak of our newer immigrants and their children as "foreign," "New Canadian," "non-English" and sometimes less respectful terms are used.

## *Peaceful Invasion*

At a meeting where a number of young people had been giving short addresses a man, well known in public life, in acknowledging their efforts referred to one of the boys as being a good example of our "New Canadians." He intended the reference to be complimentary but at the close of the meeting a member of the audience and Canadian of the first generation, took him to task in these words: "Do you not know that the term 'New Canadian' is very offensive to some people and you should never use it. 'We are Canadians or we are not. We are certainly not 'foreigners' and we do not wish to be singled out as any special kind of Canadian, with certain restrictions or limitations."

A few quotations from statements made by naturalized Canadians or by those of the first generation may help to suggest what is responsible for differences that there may be between them, and our citizens whose families have been for many generations in Canada.

A. O.—"I came to Canada at the age of three years. My father was naturalized soon after he came here. When I was crossing the U.S. boundary a few days ago, I gave my nationality as Canadian. I was told that there was no such nationality though I might be a British subject. I had always thought that I was a Canadian; there I was told by a citizen of another country that he could not recognize me as such. I got a rude shock and I can't understand it yet."



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W. A. "I came here seventeen years ago. I have worked hard. I cleared my land and have a good farm. I have respected the oath I took when I was naturalized. Now they take away my vote. I have only a scrap of paper. It means nothing." He referred to the War Times Election Act.

A. M. "I have lived here twenty years. I have my naturalization papers. I have raised a family of five children. They attend the public schools. You are the first English-speaking person to visit me in my home. How can I call myself Canadian if I can talk only with people from my old home in Europe?"

A. D. "When my children were young and attending school they were so proud to be called Canadians. If I ever said anything about going back to the old country they would not hear of it. They were in Canada. This was their home and country and here they would stay. Then came the war of 1914. I lost my vote. I and my children were called "foreigners." No more did they want to be Canadians. If I wanted to go back to the old country they would go too."

I have heard many statements similar to these. The constant reference to naturalized citizens and their children unto the second and third generation as "foreigners." "New

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Canadian" or some kind of hyphenated term is a cause of irritation and disunity.

We should use our influence to have a reasonable limit placed on the attempt to trace racial origin in such returns as the census, national registration and vital statistics, because, first, the information cannot be accurate; and second, it tends by constant reference to origin to keep our people in separate racial groups for generation after generation. There is a reason for knowing the racial origin of those applying for naturalization and it does not seem unreasonable to ascertain from Canadians of the first generation the racial origin of their parents. Beyond this what good purpose can be served by continuing the attempt to place every inhabitant of the country in a foreign racial group? All our citizens should think of themselves as Canadians and on an equal footing with all their fellow countrymen. In each group there is much in music, art and literature that should be preserved for the benefit of all Canadians; but it is in voluntary organizations of these groups that these arts can be preserved.

In our schools we should emphasize the geography, history and literature of our country. In music and the drama we may not have much but what we do have should be used to the best advantage.

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Knowledge of our literature, history and geography should be a prerequisite to conferring the rights of citizenship. After this training these rights should be granted at a public ceremony to be attended not by a few invited guests but by friends and relatives of those being honored and by the public generally. It could be made a most spectacular and impressive event. To both citizens and spectators it would be a lesson on the rights and duties of citizenship.

July 1st is our national holiday. I have heard older people tell of the celebrations that took place throughout the country on the first Dominion Day, July 1st, 1867. They seem to have appreciated the importance of the event, when four provinces were united and became the Dominion of Canada. These annual celebrations were continued for many years but now it seems we have allowed interest in the day to decline almost to the point of dying a natural death. I do not believe that we can make loyal citizens by propaganda and flag-waving but we should fittingly recognize the most important day in our country's history.

And why should we not have a flag that is distinctively Canadian? We had our Canadian ensign from the time of Confederation until the year 1904. Now it is seldom seen in our own country though it is legally recognized as the flag of our merchant marine and at Canadian embassies in

## *Peaceful Invasion*

foreign countries. But if displayed in any scheme of decorations at home the flag is often so hidden that the shield is scarcely seen. Why should it not be displayed at home as well as at sea and in foreign lands. Would a flag that we could call our own make us less loyal? No! The legal adoption of a distinctively Canadian flag would quicken the flame of patriotism and loyalty not only to Canada but to the Commonwealth of which we are a part, that would surprise those who hesitate or hinder the adoption of an emblem that is distinctively our own.

Australia, New Zealand and South Africa each have their own flag; why should we, the oldest of the self-governing countries of the British Commonwealth not have ours? It has taken the mother country a thousand years and more to unite Briton, Norseman, Saxon, Dane and Norman. Our task is to bind British, French, Scandinavian, Teuton and Slav into the Canadian nation. The task lies at our very doors. Every one of us must assume some responsibility both as individuals and as members of any organization which can be used as an agency for helping to bring about sympathetic understanding among all the national or racial elements of which our population is composed.

As one of our so-called "New Canadians" put it: "The blood of our people will mingle with that of yours and out of this will rise the true Canadian people."

## *Dedication*

*Let no man dare to call me foreigner,  
My kind have climbed the sky on stairs of steel,  
Forged, riveted a bridge from east to west;  
My kind have known the cutting, burning feel  
Of blistered hands, upon a shovel pressed;  
Have scaled a sharp-cut, ragged rock and jag  
To build a pass across a mountain steep.  
My kind have begged a stranger for a drag,  
And tramped long hours without food or sleep.*

*My kind have labored in a forest camp,  
Fought flaming fire, and swung a singing axe,  
Have lain beneath the stars upon the damp,  
And shouldered heavy lumber to our backs.  
My kind have wielded barriers apart,  
To probe the life-vein of a silver heart,  
And crawled through mud into the earth's deep womb  
To dig for coal beneath a black, close tomb.*

*My kind have seen the mark of tyranny,  
On bodies mutilated and deformed,  
And babies' shriven lips pressed helplessly  
Against a lifeless breast where once they warmed.  
My kind knows what it means to yet be free,  
To love and to believe in what we may;  
To strive, to keep what is ours, rightfully,  
To have no fear of what we do or say.*

*Ukrainian, German, Russian, Finn or Pole,  
My kind shall foremost rally to the call.  
Let no man dare to name me foreigner,  
We are, and will remain, Canadians' all.  
The Army, Navy, Air Force shall remain  
A valiant fortress, Freedom to sustain.  
Their children's children still shall live to sing  
The Vict'ry Anthem of "God Save The King."*

—MYRA LAZECHKO.



SYMBOLS OF UNITY

COURTESY CANADIAN S...



# HONOR ROLL

Pupils of Isaac Newton High School, Winnipeg,  
In the Great War, September '3, 1939 to

Names of ex-pupils who have served or are now serving  
in the Army, Navy or Air Force in the World War which  
began September 1st, 1939.

---

Abells, Harold  
Abells, William  
Ahoff, Ernest  
Anderson, Tom  
Andrejzduk, Peter  
Andrejszduk, Martin  
Andriaschuk, Mytro  
Antel, Oscar  
Anthony, Jack  
Ashton, Ernest  
Aulis, Gilbert  
Avren, Max  
Avren, Sam

Bachynski, Walter  
Baker, Cecil  
Bazilkevich,  
Balagus, Emil  
Bale, Wilfred  
Baron, Frank  
Baron, Steve  
Bates, Arnold  
Babyne, Bernard  
Berg, George  
Becker, Charles  
Bedder, Michael  
Bedder, Jack

## *Peaceful Invasion*

### **In Memoriam**

Beitz, Fred  
Birkett, George  
Bowman, Alan S.

Callan, Morris  
Donen, Samuel

Gayoway, Mike  
Girman, Louis

Halleck, Frank  
Harrisson, Walter  
Horne, Leslie

Ibbott, Herbert

Kayser, William  
Kapusta, William  
Kotenko, William  
Krasny, Walter

Mokanyk, Alex  
Mundell, Gordon

Navis, Zane R.

Piniak, William

Rudko, Henry  
Rudyk, Peter

Shakeshaft, Ernest  
Shumski, William  
Smith, James  
Smith, Kenneth  
Smith, Leonard  
Sokol, William

Tomchyshyn, Peter

Zeavin, Max



## Honor Roll

Bedosky, Stanley  
 Beere, Myrtle  
 Bell, Flt.-Lt. Roy, M.C., D.F.C.  
 Bell, William  
 Bernhardt, Robert  
 Bending, Sydney  
 Berchynski, Walter  
 Biggar, Borden  
 Bilski, Edmund  
 Bielak, Nick  
 Bilous, Roman  
 Biniowsky, Myroslaw  
 Birch, Wallace  
 Black, Stanley  
 Blahuta, Ted  
 Blonski, Kasimir  
 Blonski, Stanley  
 Blonski, Ted  
 Bobby, Peter  
 Bobby, Nick  
 Bodnar, Bill  
 Bodnar, Walter  
 Booth, Arthur  
 Booth, Harry  
 Porody, Walter  
 Borax, Victor  
 Boreski, Myron  
 Borosky, Stanley  
 Porschynsky, Walter  
 Borushynski, Edward  
 Bosak, Andrew  
 Bosak, Theodore  
 Bowman, Alan S.  
 Boyaniwski, Myroslaw  
 Boyaniwski, Taras  
 Boyaniwski, Zenon  
 Bradley, John

Bramberger, Bernard  
 Braschuk, William  
 Bresch, George  
 Brethauer, Edward  
 Brigden, Edgar  
 Bronstein, Benjamin  
 Bronstein, Charles  
 Brygidyr, Joseph  
 Budowsky, Henry  
 Budzak, Walter  
 Buchkamer, Fred  
 Buckwold, Morley  
 Bucko, E.  
 Bugaresta, William  
 Bugaresta, Taras  
 Burrows, Norman  
 Buffie, Fred  
 Busch, Robert  
 Byrd, Frank  
  
 Callan, Morris  
 Callopy, Tom  
 Calnitsky, David  
 Capar, Clarence  
 Cardinal, William  
 Castling, Robert  
 Chalmers, Oliver  
 Chalmers, Kenneth  
 Charleton, Godfrey  
 Chachkowskv, Eugene  
 Chaikin, Walter  
 Chelada, Mike  
 Cherney, Borden  
 Chick, Walter  
 Chickowsky, Walter

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Chickowsky, George  
Choma, John  
Chodnieccki, Stanley  
Chomyn, John  
Chominski, John  
Choptiany, Chester  
Chornous, William  
Chudy, Mike  
Chudzik, William  
Chudzik, John  
Chyzyk, Louis  
Coiner, Leonard  
Coleman, A. J.  
Cohen, Nathan  
Coleman Doris  
Conway, William  
Cooper, Arthur  
Cooper, Joe  
Cook, Joseph  
Couser, David  
Cornthwaite, Elsie  
Corosky, Roy  
Cowan, Norman  
Czehryn, William  
Czujko, Alex

Dack, Percy  
Danko, John  
Danyluk, Peter  
Dalenger, Alex  
Dalik, Eddie  
Dawyduk, William  
Dawydyk, Steve  
Dayholus, Michael  
Dereshowski, Adam

Dereworiz, Walter  
Diachyn, Steven  
Didur, Michael  
Didur, Morris  
Dilay, John  
Dilay, Michael  
Dixon, Jack  
Dmytriw, Myron  
Dmytryszyn, Frank  
Dole, Gordon  
Dole, Harry  
Dolzanski, Walter  
Donen, Samuel J.  
Donen, Norman  
Donen, S.  
Dorosh, Nicholas  
Drapak, Andy  
Dudar, Anthony  
Dudar, Carl  
Duey, Louis  
Dumka, Walter  
Dumanchuk, John  
Dvorak, Frank  
Dvorak, George  
Dwyer, Walter  
Dzinkowski, Karl, B.E.M.  
Dzogan, William

Elkin, Louis  
Elstein, Louis  
Elston, Maurice L.  
English, Ralph  
Eppler, Wm. A.  
Erhart, Edwin  
Erhart, A.

## *Honor Roll*

Erhart, Victor  
Ewacha, Slavo  
Ewanchuk, Russell  
Ewanko, William  
Ewatski, Fred

Fache, Eric  
Fatsock, Eugene  
Fenson, Morley  
Fedoruk, Michael  
Feston, Walter  
Fien, Sidney  
Fix, William  
Flom, Jack  
Folb, Clarice  
Foster, Terence  
Freduchuk, John  
Freeman, Gordon  
Freeman, Audrey  
Fulcher, Owen  
Fundytus, Dan  
Fundytus, Maurice  
Furgala, Michael

Gacek, Stanley  
Gall, Joseph  
Gall, John A.  
Gallimore, George  
Gallimore, Robert  
Galovan, Adolph  
Galovan, Walter  
Garber, Oscar  
Gardner, Allen

Garbutt, David  
Garson, Yvonne  
Garyck, John  
Gates George  
Gawryluk, Paul  
Gayoway, Michael  
Gellman, Max  
Gellatley, Peter  
Gelmych, Nick  
Gerstein, Nathan  
Gibb, William  
Gillies, William R.  
Gillies, John E.  
Ginther, Fred  
Glenn, Jos. E.  
Glow, Maurice  
Globerman, Abie  
Goldberg, Samuel  
Goldstein, Israel  
Goldstein, Maurice  
Goldstein, David  
Gordienko, Ted  
Gordon, Mark  
Gorcynski, Frank  
Gorrick, John  
Goyman, Joseph  
Goshlak, Walter  
Golsted, M.  
Gracel, Nicholas  
Grainger, Lorne  
Grant, Gordon  
Gregg, Gordon  
Gregory, George  
Grela, Michael  
Greznowski, A. E.  
Gudz, Henry  
Gudz, Thomas

## *Peaceful Invasion*

Guly, Martin  
Guly, Walter  
Gurski, Julian  
Gyulay, Leslie

Habiluk, Mike  
Haig, Gordon  
Hajny, Emil  
Halleck, Frank  
Ham, James  
Ham, Thomas  
Hamara, William  
Hans, Frank  
Handkamer, Chris.  
Hanson, A. S.  
Hapuick, Nick  
Haraġay, Walter  
Harboway, Edward  
Harrack, John  
Harrack, Michael  
Harrack, Nestor  
Harrisson, Walter  
Harwood, Bob  
Hatklin, Ben  
Hawryk, Z. A.  
Hass, Kasimir  
Hector, Alex  
Hector, Robert  
Heggie, George  
Heindle, William  
Herber, Robert  
Herman, H.  
Herman, William  
Hinkel, Henry

Hirschfield, Aubrey  
Hnatowich, Lawrence  
Holinaty, Martin  
Holowaty, Michael  
Holub, Nick  
Honoway, Jerry  
Horch, Albert  
Horne, Leslie  
Hornung, Nick  
Hominick, Ted  
Hominiuk, William  
Howanyk, Nick  
Hrechkosy, John  
Hrechkosy, Peter  
Hrenchuk, Emil  
Hryciuk, Walter  
Hrycyk, William  
Hrysk, William  
Hughes, Jack  
Huminiski, Joe

Ibbott, Herbert  
Ibbott, Laurie  
Ingram, Arthur  
Ingram, William  
Ireland, Douglas  
Itzkow, William  
Iwanson, Walter  
Iwaschyn, Michael  
Iwasienko, Michael

## *Honor Roll*

Jackson, Alex  
Jackson, David  
Jackson, Sol  
Jacquet, Victor  
Janakas, Tom  
Jaremko, Michael  
Jaworski, Joe  
Jawoski, Ted  
Jeppeson, Martin  
Jerowsky, John  
Johnson, Clifford  
Johnson, Frank  
Jolly, Bert  
Jolly, Lloyd  
Jones, Terry  
Jonoski, Michael  
Joyce, Lawrence

Kagan, Thomas  
Kain, Charles  
Kaliniuk, William  
Kaliniuk, Hnatka  
Kane, Fred  
Kalyta, Peter  
Kanonowicz, Joseph  
Kanonowicz, Sigmund  
Kapac, Alex  
Kapac, Jack  
Kapitanchuk, Nick  
Kapitanchuk, Walter  
Kaplan, Samuel  
Kaplan, Sam  
Kaplan, David (Flora Ave.)  
Kaplan, David (McAdam Ave.)  
Kayser, Fred

Kapusta, Peter  
Kapusta, William  
Kasperski, Edward  
Katzan, Alex  
Katz, Ben  
Kavalec, Stanley  
Kazaniewsky, Peter  
Keller, Alex-M.M.  
Keller, Henry  
Keller, Elizabeth  
Kelln, Eddie  
Kepron, Roy  
Kernatz, Nick  
Kirk, Tony  
Kinash, William  
Kish, John  
Kissel, Michael  
Kissick, Paul  
Kist, William  
Kletko, William  
Kligerman, William  
Klonoff, Henry  
Koblensky, Stanley  
Kostiuk, Walter  
Kolt, Edward  
Kowalyshyn, Michael  
Koch, Rose Marie  
Kolinsky, Edwin  
Koloski, Walter  
Komarchuk, Paul  
Konar, Sylvester  
Kondryshyn, John  
Koplavitch, Max  
Kornick, Joe  
Koroby, Steve  
Koroby, William  
Kosarenko, Ted

## *Peaceful Invasion*

Kost, Frank  
Koster, Walter  
Kostaniuk, Olga  
Kostyra, Adolph  
Kostyra, Albert  
Kostyra, Eddie  
Kosachuk, William  
Kotenko, William  
Kowalchuk, Steve  
Kowalski, Frank  
Kowbel, Henry  
Kozie, Peter  
Kozie, William  
Kraglin, Leonard  
Krawczyk, Michael  
Kreschuk, John  
Krett, Olga  
Krymsky, Steve  
Kramchynski, Meryn  
Krasny, Walter  
Krawczyk, John  
Krett, Phyllis  
Krol, Joe  
Krosny, William  
Kruch, Kasimir  
Kruk, Tony  
Krutiak, Henry  
Kuc, Louis  
Kucher, Mike  
Kulchynski, Tony  
Kulik, Steve  
Kulferst, Joe  
Kumka, Joe  
Kurdzul, Louis  
Kuryk, Walter  
Kushman, Mike  
Kushnir, Ed.

Kushman, Nick  
Kusner, Joe  
Kusie, Pihlip  
Kustra, Joe  
Kuzyk, C.  
  
Labovitch, Louis  
Labovitch, William  
Lach, Mike  
Lachowich, Arthur  
Lapchuk, Tony  
Lacomy, Steve  
Landkamer, Ray  
Latham, William  
Lavitt, Sam  
Lawton, Harry  
Lazechko, Walter  
Lechow, Borden  
Lechow, Ross  
Lee, Percy  
Leverton, Wilfred  
Lewicki, Ernest  
Lewicki, Walter  
Lewin, John  
Lipski, Nick  
Liska, William  
Lisowski, Charles  
Listernick, Jack  
Logan, Stanley  
Lohse, Alfred  
Long, James  
Long, John  
Lozanski, Kasimir  
Lozenko, George  
Lozo, William

## Honor Roll

Lucki, Louis  
Ludwig, Joe  
Ludwig, Rubin  
Luty, August  
Luzny, Steve

Majdanik, E. B.  
Majdanik, Tony  
Makar, Nick  
Makoski, Ernest  
Malesko, William  
Malyska, Walter  
Mandock, Nick  
Markiewicz, Stanley  
Marowich, John  
Martin, Lawrence  
Martin, Louis  
Martiniuk, John  
Martens, Walter  
Masik, Edward  
Maslanki, Paul  
Matoski, Mike  
Mattern, Carl  
Mattern, Edwin  
Maychroviz, Stanley  
May, Walter  
Mayer, L. P.  
Mayer, Edward  
Mayson, Jack  
Mazepa, Peter  
Mazick, Joe  
Mazowita, Borden  
McCallum, Robert  
McCorrister, John

McCreedy, James  
McDennon, Helen  
McGavock, Frank  
McIvor, Disney  
McIvor, Ian  
McKay, Robert  
McKeown, Douglas  
McKeown, Edgar  
McKeown, Jack  
McKillop, George  
McKillop, George L.  
McKenzie, Margaret  
McLeod, Donald  
McMillan, James  
McMillan, Thomas  
Medwick, Harold  
Melesko, William  
Melnychuk, John  
Melnychuk, Steve  
Melnik, Steve  
Merrison, Ronald  
Metcalf, James  
Meyer, Robert  
Meyerovitz, Joseph  
Mickelson, Louis  
Michalecki, Mike  
Mickoski, John  
Middleton, Stanley  
Miller, Alexander  
Miller, Andrew  
Mills, Bronie  
Mills, Howard  
Mills, Norman  
Millward, Gordon  
Miles, Louis  
Milner, William  
Minuk, Max

## *Peaceful Invasion*

Missler, Joe  
Missler, Roy  
Mitchell, Harry  
Mitchnick, William  
Mochatuck, Zane  
Mochuruk, Merse  
Mochoruk, R.  
Molinski, Stanley  
Momotiuk, Frank  
Monchak, Steve  
Monzik, Daniel  
Moroz, Harry  
Morwek, Russell  
Mosienko, Harry  
Moskal, Joseph  
Moskalyk, Alex  
Moskalyk, William J.  
Moslosky, Harry  
Motkaluk, Karl  
Mozel, Nick  
Mroz, Joseph  
Mundell, Gordon  
Munt, Edward  
Muska, Charles  
Muzychka, P.

Nachine, Frank  
Napier, Cyril  
Narynski, Bernard  
Naskar, William P.  
Natsuk, Edward  
Navis, Zane  
Neil, Edward  
Nein, Richard

Nelson, Nick  
Nicholson, William  
Nickel, L. V.  
Nick, George  
Nider, Walter  
Novak, Alex  
Novak, Frank  
Novak, Joe  
Novak, Vera  
Nykolezuk, Myron  
Nyznyk, Paul

Oddy, Mac  
Offrowich, Anthony  
Offrowich, George  
Offrowich, Leo  
Ogradnik, Steve  
Okrusko, Andrew  
Olnyk, John  
Olnyk, Walter  
Olnyk, William  
Onefreyo, Fred  
Orloff, John  
Osachuk, Walter  
Oshansky, Max  
Ostaff, Stanley  
Ostapchuk, Fred  
Ostopowich, Mike  
Otto, Harold  
Owsianyk, Peter



## Honor Roll

Paice, William  
Pallik, Russell  
Palishniuk, Rudy  
Paluk, William  
Paly, Paul  
Panisco, Daniel  
Pankow, Stanley  
Papineau, Owen  
Parashin, Paul  
Parker, Edward  
Paskewich, Fred  
Pastuk, Ross  
Patrician, Michael  
Pawlowski, Eugene  
Peachell, —  
Peiluk, Victor  
Pelchaty, Mike  
Pennington, Cecil  
Perlman, Bert  
Peters, Peter  
Petruca, William  
Petrovich, Walter  
Petrovsky, Walter  
Pitura, Stanley  
Placentine, Jack  
Pollick, David  
Pollick Isaac  
Pollyschuk, Eddie  
Popowich, Daniel  
Popiel, Alfred  
Popiel, Eddie  
Popiel, Walter  
Popowich, John  
Popowich, Nestor  
Porbanik, Nick  
Porubanek, Walter  
Potoroko, Michael

Prochera, Walter  
Prodaniuk, Walter  
Prystayko, Mike  
Ptashnik, Edward  
Pullan, Edward  
Pura, Steve  
Purcell, Earl  
Purcell, William

Rainey, David  
Rennick, George  
Rey, Nick  
Reynolds, Leslie  
Riddell, Ernest  
Riddell, Dorothy  
Risi, Elizabeth  
Rodgers, Harold  
Rohatynski, Stanley  
Romanowsky, Morris  
Romanowsky, William  
Romanec, William  
Roscoe, Raymond  
Rosen, Albert  
Rosenblat, Joseph  
Rosenblat, Louis  
Roshka, John  
Rubenstein, Percy  
Rudyk, Peter  
Ruppenthal, Eddie  
Ruppenthal, William

## *Peaceful Invasion*

Sass, Peter	Shingleton, Jack
Saunders, Raymond	Shreiber, Hymie
Saunders, Russell	Shamanski, Theodore
Sawiak, William	Shumski, William
Schick, Dorothy	Shwaga, William
Schmidt, Jack	Sidenberg, Jack
Schultz, Robert	Sidorchuk, Norman
Schwartz, Eldor	Sidorchuk, James
Schwartz, J.	Sikomas, Jack
Schwartz, William	Sikomas, Walter
Schwean, Adam	Silverberg, Allen
Schwean, Jack	Silverberg, David
Schmeigel, Clifford	Silverberg, Jack
Schneider, L.	Silvester, Harry
Scobel, Frank	Silvester, James
Scobel, Robert	Simpson, Gordon
Scobel, Rudolf	Simpson, Leonard
Scobel, Ernest	Sinclair, Donald
Searle, Abram	Sisler, William W.
Seibel, William	Skalenda, William
Sejeveck, Adam	Skaznetsky, Sidney
Semek, William	Skibitski, Joe
Semchuk, Ted	Skiba, William
Seminow, Paul	Skinner, Gilbert
Semkow, Roman	Skotnicki, Stanley
Semkow, Walter	Skurzanski, Charles
Semmer, Eddie	Skurzanski, Tony
Semotiuk, Alex	Slobodian, Peter
Semotiuk, John	Slugocki, Stanley
Senyk, George	Smigel, William
Sernyk, Alex	Smith, Bernard
Sera, Joseph	Smith, James
Shack, Nick	Smith, John S.
Shalay, Harry	Smith, E. A.
Shemely, Peter	Smith, Edward
Shero, Fred	Smith, George
Shewchuk, John	Smith, Gordon

## Honor Roll

Smith, Jack  
Smith, Kenneth  
Smith, Lawrence  
Smith, Leonard  
Smith, Michael  
Smokal, Anthony  
Smokal, Michael  
Smokal, Steve  
Smokula, Michael  
Sneider, Roy  
Sneider, Sam  
Sneziak, Michael  
Sobieszczanski, Mike  
Sobkowiez, Casimir  
Sochaski, B. A.  
Sohor, Emil  
Sokol, Mike  
Sokol, Steve  
Sokol, William  
Sokulski, Walter  
Sokoloski, Alex  
Sokolow, Monty  
Sokulski, Joseph  
Soloway, Lawrence  
Soloway, Oscar  
Soltys, Fred  
Soode, Peter  
Sopchuk, V. J.  
Soroka, Peter  
Spotar, John  
Stadelmeier, Adolph  
Stadelmeir, Arnold  
Stadelmeir, Jack  
Stachiw, Tony  
Stanowski, Walter  
Staradom, M.  
Steinhauer, Edward

Steinhauer, Albert  
Steiman, Boris  
Steitzer, Gordon  
Steitzer, George  
Steitzer, John  
Stertz, Christian  
Stevens, Leonard  
Stock, Kasmir  
Stokol, Michael  
Stolash, Frank  
Stolash, William  
Stoller, Hymie  
Stone, Samuel  
Stroppa, Egidir  
Stroppa, Elso  
Strykowski, Joe  
Sturgeon, Lloyd  
Stuparyk, F. R.  
Suzanski, Alex  
Suzanski, Mike  
Swirsky, Eric  
Swystun, Vesevold  
Sykes, James  
Sykes, Walter  
Sylvos, Walter  
Svtchuk, Peter  
Szlakowski, Morris  
Szwarek, Joe

Tadman, Shirley  
Tait, Brian  
Tanak, Robert  
Tanak, Steve  
Taraska, Anthony W.  
Taraska, Frances A.

## *Peaceful Invasion*

Tatham, Eric	Wach, Ted
Taylor, Gordon	Wagner, Archie
Tchir, Harry	Wagner, David
Temple, William	Wagner, Herbert
Temple, Howard	Waldman, Ben
Terenchuk, Peter	Wallin, Blanche
Terenchuk, Walter	Wallin, Henry
Tesluk, Walter	Walsh, Ernest
Thompson, Gordon	Walters, Irene
Thompson, R. T. F.	Walsh, Samuel
Thomson, Ian	Waplak, Eddie
Tierney, Marion	Ward, Ritchie
Tisdale, Stanley	Warecki, Julian
Toman, George	Wareham, Earle
Tomchyschyn, Peter	Wareham, Raymond
Torbiak, Harry	Waroway, Casmir
Townsend, Frank	Warywoda, John
Trook, Walter	Warywoda, Peter
Troyniak, Stanley	Washook, Mike
Truss, Edward	Wasowicz, Stanley
Truss, Frank	Watson, George
Truss, Louis	Webster, Grant
Truss, Florian	Weitzel, Henry
Tryhuk, Walter	Weitzel, Victor
Tuchak, Myros	Welham, Clarence
Tunski, Harry	Welsh, Frank
Turczyn, Steve	Wellis, Nick
Turkula, William	Wellis, Tony
Tuskey, William	Wesioly, Peter
	Weselak, Edward
	Westman, Harold
	Westman, William
Udow, Saul	Wheeler, Ernest
Urbanowicz, Marjan	White, Frank
Ustianyk, Jerry	White, A. F. M.
	Wirth, Edmund
	Weitzel, Victor

## Honor Roll

Wiatrowsky, Edward  
Wiederman, Charles  
Wilcock, Edward  
Wilson, William  
Wildman, Henry  
Wilkinson, John  
Winthrop, H.  
Wirth, Edmund  
Wolchuk, Leonard  
Wolinsky, Aaron  
Woloski, Joseph  
Wonlly, Walter  
Woods, Sidney  
Woroby, Mike  
Worster, Alex  
Wozny, Karl  
Wurtak, Bernard

Yaffe, Abie  
Yakimischak, Paul  
Yamron, Israel  
Yankewicz, Walter  
Yankof, Peter

Young, John  
Yuffe, Louis  
Yunsko, Walter

Zabarylo, Mike  
Zakala, William  
Zapotoczny, William  
Zapotoczny, Frank  
Zapotoczny, Stanley  
Zarowski, J. J.  
Zeavin, Arthur  
Zeavin, Max  
Zeaton, Paul  
Zemlak, William  
Zerebecki, Anton  
Ziemski, Karl  
Zlody, Nick  
Zukowski, William  
Zurba, Peter  
Zurba, Walter  
Zywine, Peter



*"And how can man die better  
Than facing fearful odds;  
For the ashes of his fathers  
And the temples of his God."*

Macaulay.

---

*"The fiercest agonies have shortest reign--  
And after dreams of horror, comes again,  
The welcome morning with its rays of peace."*

—Bryant.

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*"This hand, to tyrants ever sworn the foe,  
For freedom only deals the deadly blow;  
Then sheathes in repose the shining blade,  
For gentle peace in freedom's hallowed shade."*

—John Q. Adams.

## CHAPTER XI

### Personal Paragraphs



ON the honor roll of Isaac Newton High School are recorded more than eight hundred names of boys and girls who are now serving or have served in the present World War.

Nearly all of these I knew during their school days and have met many of them since they enlisted. Some had continued their education at the University, others had entered upon their life work as mechanics, in business or in professional life. Others who left High School during the years of depression and had never been able to get permanent employment. The latter were among the first to enlist.

I had the opportunity to talk to many of them. They gave good reasons for the steps they had taken. One said, "I won't wait till I'm conscripted, I'll do my share now."

Another said, "This is my country. Canada is at war. I am going to help defend my native land."

A third reply was, "My father came from a foreign country but I am a Canadian. I was born here. I know no other country. If we don't go to fight the Nazis, they will come here. That is why I'm going away from home to fight them."

## *P e a c e f u l   I n v a s i o n*

I heard many similar statements. The general tone of all of them was, "We are Canadians and we must defend our native land." They felt this to be their plain duty. I found none who appeared to have gone for the sake of adventure. They had no illusions. They knew the dangers involved, in the air, on the sea, in facing the Nazis on the soil of Europe or the Japs in the far East.

The following are extracts from letters written by boys on active service. They reveal clearly what our young men are doing and thinking.

Reproduction of parts of these letters should deepen our sense of gratitude to those on the fighting lines and help us to realize our responsibilities to our country and to our boys and girls when they return home.

\* \* \*

From P - T , R.C.A.F.

Macdonald, Man.

Dec., 1941.

"Would like to thank the staff and students for Holiday Greetings. Things are going well with me and I think I will soon finish my course and be able to make myself useful in my proper place."

The writer graduated at a navigator, proceeded immediately overseas and has been missing since making an operational flight, Aug. 9, 1942.



## *Personal Paragraphs*

From E. S.,  
Q.O.C.H. of Canada.

Jan. 5, 1942.

"Things at present are not so good over here but we are going to make the best of everything. So long as we come out on top, what does it matter how much we have to endure? We are bound to win even though we have to give up for the present things we want so much."

The young officer who wrote these lines fell in the raid on Dieppe.

\* \* \*

From E. W.,  
Overseas.

Dec. 27, 1942.

"Thanks a million for the Christmas Card and the News Letter. I am sure proud of the old school. We are treated well over here. Our aim is Victory and then back to dear old Canada."

\* \* \*

From B. S.,  
Overseas.

Feb. 9, 1944.

"Looking at the picture of the old school brings back pleasant memories and friendships made there. I have met many of my schoolmates over here. England's spirit must be greatly admired. Even after all these years of war and hardship they smile and carry on."

## *Peaceful Invasion*

From L G  
Overseas.

April 13, 1944.

"I am writing from a reinforcement centre where we are undergoing intensive training. An artillery officer has to do a great deal of training and studying before he is ready for action. However, I like it.

"I have met a lot of friends from all parts of Canada. We quite often have heated discussions on post-war reconstruction. They are really worth while. I am sure that many of these men will play a part in helping to make Canada a strong peace-time nation."

\* \* \*

From B N ; H.M.C.S.,  
Qu'Appelle.

June 5, 1944.

"I am on a Canadian destroyer and pleased to say right in the thick of it. . . . I see a lot of our boys. Johnny Y went down with the Valleyfield. He and I played together as kids. I've lost a lot of friends, but I just don't think about it.

"I am eager from day to day to hear any news from the old school."

\* \* \*

From C S  
Overseas.

Dec. 24, 1942.

"I see by your letter that Winnipeg has air-raid precautions down pat. I hope you will never have more than the exercise, for it isn't a very good thing when it is real. I am going for a fourteen day leave to Glasgow.

*Personal Paragraphs*

The last time I was there I saw where the Queen Mary was built. I don't see how they built it there as the river is very narrow and the yards small but it's wonderful what the Scotsmen can do."

\* \* \*

From B K—, R.C.A.F.,  
Overseas.

Jan., 1943.

"Received your most welcome letter, the Year Book, the sweets and the socks. It is wonderful of the school to send us the parcels. The Year Book is a treasure to all. We read it over and over again. . . . As I see it, the Honour Roll at Newton is a great thing. In days to come we will be able to visit the old school and recall memories of those listed there and these great times.

"There is a possibility that this war may end next summer if England can keep up the great offensive such as sending out 1,225 bombers over Germany at once."

The writer gave his life while on duty over England Feb. 8, 1943.

\* \* \*

From R— E—,  
Overseas.

July, 1942.

"It was certainly thoughtful of you to send the parcel, as all these things are rationed here. In fact there's not much that isn't, but that is not the country's fault. I wish at times that I was still a student as then I was never fed up, cold, hungry, or suffering any of the other

## *Peaceful Invasion*

curses of a soldier's life. I am pretty sure though that there isn't a man over here today who is sorry for joining up and will never be while we know you folks back home are rooting for us. Work is the only way to spell disaster to our enemies."

\* \* \*

From F P  
Overseas.

March 17, 1943.

"There's a good job to do over here and the sooner it's done the better everyone will like it.

"War is a black mark against civilization but now it has to be done.

"As long as vermin exist in the form of Nazis there can be no healthful growth of a nation that thrives on education, security for all, and peace."

\* \* \*

From S T  
Overseas.

Dec. 27, 1943.

"It takes courage in this outfit. There is obviously a hard, weary road ahead but whatever may come our Canadian boys will help to win this tedious war.

"I can assure you the Canadians have a high fighting spirit. Here's hoping for Victory and then may we all be together once more, happy and free."

\* \* \*

From L J  
Middle East.

Sept., 1943.

"Thanks for the Christmas Card and parcel. They were sent to England but at last caught up with me.

## *Personal Paragraphs*

"This country is very different from Canada. The majority of people are very poor. Many of the children go to work when they are six or seven. I stopped in South Africa on my way here and have seen a lot of countries but of all the places I have seen give me good old Canada any day."

\* \* \*

From J- S ,  
Overseas.

March, 1942.

1. "I am just dropping you a line to let you know of my slow but sure progress in the R.C.A.F. If you remember one day in June, 1940, when one of your former students approached you for a letter of recommendation then you'll remember me.

"My progress has been slow and I have had my disappointments but nevertheless I'm determined to do my share in this war-torn world.

"My chief disappointment was in not becoming a pilot, but 'Rome was not built in a day.' I'll bide my time and hope to get my opportunity later on.

"Determination to be in the air force has been in my favor . . . . Appendicitis struck me down and I lost two months, my chums going on ahead of me. However, I recovered rapidly and caught up with some of them. I have had to work harder and am determined to pass my next exam. Failure would mean loss of rank and then maybe fatigue duties."

## *Peaceful Invasion*

From Sgt. J S ,  
Somewhere in Scotland.

May 18, 1942.

2. "Many thanks for the clippings. I don't remember all the lads but I do know some of them. I passed my refresher course and am now taking a special course somewhere in Scotland.

"The people up here are very friendly and the scenery is grand. I am still determined to achieve my ambition to become a pilot . . . . ."

\* \* \*

From Pilot Officer J--- S-- ,  
British North African Air Force.

June 14, 1944.

3. "As you see by the heading, I am now in North Africa. I have just been granted a commission and I sincerely hope to be even more worthy of the recommendation you gave me when I joined the service.

"I have now been overseas for two and a half years and am looking forward to getting home some time next year.

"I have recently come through my third mishap but escaped with barely a scratch. I am still flying as usual. I am feeling very well. I am glad to be able to keep in touch with old friends and the old school."

These three quotations above show the determination and perseverance of a boy who started with a disadvantage so far as formal education was concerned.

## *Personal Paragraphs*

The following are extracts from a letter written, sealed and deposited with the Air Force to be mailed home only in case the writer did not return from an operational flight. The boy who wrote it was not a student in the same school as were the writers of the other quotations reproduced here, but some of the thoughts running through the mind of a boy on active service are strikingly stated and it seems appropriate to include them here.

From Sgt.-Observer M. F. ,  
Overseas.

Jan., 1942.

"I have chosen my path and I must follow it. I am proud to have been given my chance to strike a blow for freedom. I am not fighting for England or Canada. I fight for the right to the freedom which we are all born to. No one must take that heritage from us."

"In days to come the airmen of Canada will be remembered by the free men of all nations. You must not tarnish that tradition by being said because I died living up to it. . . . I have shot my bolt; I have paid my debt to humanity. God! I hope I have not died in vain."

Among the writer's personal papers was an article which included the following sentences evidently written to clarify his own thoughts regarding the war.

"Gradually the full meaning of this greatest of wars has filtered through my mind. I am no superman. I am endowed with average intelligence and physique. You may see me on the farms, in the small towns, in humming factories, on city streets, in the dimness of

## *Peaceful Invasion*

poolrooms and the brightness of dance halls. In short, I am the youth of Canada" . . . . "Ours is an arduous task. It will not be easy. We will have to endure suffering and hardships; but we will, we must triumph." . . . . "Freedom or cringing slavery, we must choose it now."

\* \* \*

From G G  
R.C.N.V.R.

Feb., 1944.

"You who are students today have an important rôle to play in these times. Besides your direct contribution to the war effort you must also realize that the future depends upon you. You must learn the true value of democracy and how to put it into effect. The future of Canada's fighting sons depends upon you fellow-Canadians. Take your task seriously and we can only say that we shall do our part when the time comes. As far as I can see, I don't think the time is very far off."

\* \* \*

There are two boys whose story I know very well but cannot give direct quotations.

S D , R.C.A.F.

He was a quiet, little fellow and a good student in his schooldays. He entered commercial life and was well in line for promotion. He graduated as a pilot and saw service over the Atlantic, in Iceland and North Africa. He had earned a short leave and only eight days after



## *Personal Paragraphs*

return to active service lost his life in a crash somewhere in North Africa. He was the most modest of boys and not one you would expect to face the dangers of the air service but gallantly gave his life in the line of duty.

\* \* \*

A M ,  
R.A.F., Overseas.

This boy tried to join the R.A.F. before the war began. He was not successful but learned to fly in his spare time and at his own expense. Early in 1940 he joined the R.C.A.F. On finishing his training he went overseas and was posted to the R.A.F. After four months in active service he was shot down on the coast of Cornwall. He also was one of the quiet, modest, well-behaved boys who gave his life at a time when Britain's need was greatest.

\* \* \*

In perusing these and many other letters one cannot fail to note the determination to finish the task in hand, the love of their home and native land, and the thankfulness for letters and parcels which remind them that they are not forgotten. We can never repay these boys for what they are doing. The least we can do is to back them to the full so long as the fight is on and when they return be sure that they are re-established in the arts of peace.

We are face to face with two great tasks. First we must do our full share to help our boys defeat the Axis powers. To do this we must have unity at home. Religious, racial or other differences must be forgotten.

## *Peaceful Invasion*

When peace comes we will face our second task. We must care for those who have made sacrifices in the cause of liberty. They must have not only the opportunity to earn a living but also to establish homes of their own.

Both these tasks will require full co-operation irrespective of race or creed. We are Canadians--all.